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ABSTRACT

This guidebook is designed to assist school administrators and teacher-coordinators in planning for cooperative occupational education programs. In addition, ideas and concepts are presented to assist other school personnel and laymen with the operational detail of vocational programs in cooperative occupational education. Major section titles included in the guidebook are the following: Definition, Types of School Plans, Benefits of Cooperative Education, Role of Teacher-Coordinator, Program Planning and Development, Advisory Committees, Surveys, Scheduling Options for Cooperative Education, Teaching, Coordination Activities, Forms and Agreements, Evaluation, Public Relations, The Role of Administrator, The Role of the Guidance Counselor, Child Labor Laws. The final section contains a list of references in the area of cooperative occupational education. (IRA)

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COOPERATIVE EDUCATION

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FOREWORD

This publication has been prepared to assist school administrators and teacher-coordinators in planning for cooperative occupational education programs. In addition, ideas and concepts are presented to assist other school personnel and laymen with the operational detail of vocational programs in cooperative occupational education.

This publication was developed with a grant from the State Board for Vocational Education, under the direction of Dr. James L. Navara, Associate Professor, The University of North Dakota. Other persons and organizations contributed directly and indirectly to the preparation of this handbook.

The State Board for Vocational Education and the State Advisory Council for Vocational Education are acknowledged for their interest, cooperation, and assistance.

Carrol Burchinal
State Director
Vocational Education
August, 1980

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COOPERATIVE OCCUPATIONAL EDUCATION

Cooperative vocational education is defined in Section 195 of P.L. 94-482, as follows:

A program of vocational education for persons who, through a written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his other employability. Work periods and school attendance may be on alternate half-days, full-days, weeks, or other periods of time in fulfilling the cooperative program (emphasis added).

The interpretation of items underscored above is as follows:

- (a) written cooperative arrangement means an agreement between the school and an employer, evidenced by a documented training agreement, to provide instruction and work experiences in accordance with student's training needs.
- (b) employer means one who provides on-the-job instruction for the student who is legally employed part-time or full-time, depending upon the schedule of alternation, and from whom the student receives compensation.
- (c) required academic courses means those which are designed for the general student body and are normally required for graduation; such courses are not considered eligible for reimbursement from vocational education funds except as qualified under (d).
- (d) related vocational instruction means in-school courses specifically designed to develop and improve occupational skills, knowledges and attitudes, and, to the extent needed, basic education (remedial) and personal social skills; such costs of courses may be reimbursed from vocational education funds. An academic course deemed essential for occupational preparation may be recognized as related vocational instruction if the course is specifically organized to meet the needs of cooperative vocational education students.

- (3) alternation of study in school with a job means the scheduling of employment, as part of the student's class load, in any time sequence that will assure adequate preparation in meeting qualifications for full-time employment: school credit is granted for the employment period.

Cooperative vocational education programs appear in a variety of forms, according to the requirements and conditions found in the various occupational fields in which they operate. Cooperative vocational education is commonly found in the following types of occupational programs: off-farm agriculture, distributive, wage-earning home economics, office occupations, special needs, and trade and industrial education. All share a fundamental approach to education and training--that of blending learning experiences in a formal education setting with learning activities in an actual employment situation. The cooperative plan of instruction places the learner in several distinct learning situations, including an on-the-job training station, regular vocational or technical courses in school, a specially designed class or laboratory which serves as a focus for coordination and management of the program, and "co-curricular" activities which usually include a student organization patterned after trade or professional associations.

Five basic types of school plans using the world of work as an educational experience

For general education purposes including work exploration		For occupational and career development	
Work observation	General work experience	Work-study and internships	Cooperative occupational education
Student observes work, does not perform tasks except to understand them. Unpaid, plan usually few weeks in length at most. May be tied in with class in which occupational information is discussed.*	Student performs tasks of actual job. May or may not be paid. Typically engaged in for general education values, including exploratory. Usually one semester or less. Limited school supervision; usually no related class.	Student performs in approved job situation. Usually paid and given credit. In-school instruction usually before work period and seldom tied in with job experiences. Typically one semester or more. "Internship" is term used for collegiate experiences.	Occupational goals based on student's career objective. The work situation is an occupational laboratory for the classroom instruction. Selected training stations. Correlated instruction in school. Pay and credit. Consistent school supervision. Typically at least one year.

Source: Mason and Haines (1972), p. 9.

*When a student is observing and not receiving compensation, several precautions should be taken in reference to child labor laws, workmen's compensation, and liability for injuries while the student is away from the school. Regulatory agencies should be contacted before students are allowed to observe occupations.

BENEFITS OF COOPERATIVE EDUCATION

Numerous authorities agreed that cooperative vocational education offered certain values to the students, to the school, to business and industry, and to the community. Based upon his experiences, Law (1970) summarized the values of the program in the following manner:

Benefits to Students

1. Students have the opportunity of learning useful employment skills on real jobs under actual working conditions.
2. Interest in classroom work is stimulated by the application of academic and job-related learning to job situations.
3. As wage earners, students develop understanding, appreciation and respect for work and workers.
4. The ability to get and hold a job helps young people develop a mature and realistic concept of self.

Benefits to the School

1. The school which conducts cooperative programs is able to extend educational opportunities that are beyond its own physical and financial resources.
2. Skills and knowledge of outstanding individuals outside the school are utilized in the training of young people.
3. Teachers, guidance counselors and school administrators are provided with improved opportunities to keep in touch with changing employment conditions.
4. The cooperative program is a living demonstration of the concept that education is indeed a community-wide responsibility.

Benefits to Business and Industry

1. Employers are assisted in analyzing jobs and devising training outlines.
2. The private sector is provided with a real opportunity to take an active part in a community service.
3. Employers, labor unions as well, who participate in cooperative programs, receive the benefits of the school's testing and guidance services.
4. Local people are prepared for local employment--in the employer's way, under his own supervision.
5. Classroom instruction gives student-learners a more thorough knowledge of job-related theory and knowledge.

Benefits to the Community

1. The number of young people who fail to make a successful transition from school to work is diminished, thus reducing the proportion of those who may become wards of society.
2. A continuing pattern of school-community relationships is developed.
3. The cooperative program helps improve the community's pattern of job stability by giving local students job skills and civic competence (p.2-3).



THE ROLE OF THE TEACHER-COORDINATOR

The key to an outstanding cooperative occupational education program is the teacher-coordinator. This person must have the personal and professional qualifications to organize, administer, and operate an effective program. The duties and expectations of the teacher-coordinator are broader than those required of a regular classroom teacher; thus to be successful, the teacher-coordinator must have a broader educational and work experience background.



Functions of a co-op teacher-coordinator

Co-op teacher-coordinator

Continues professional development

Teaching	Guidance	Coordination activities	Public relations	Operation and administration
Prepares and revises materials	Develops overall guidance plan for his school	Makes community survey	Explains co-op to business, civic, and school groups	Plans a well-rounded program of work
Teaches co-op high school students	Explains co-op program to students, parents, and school officials	Selects or approves training stations	Participates in local community functions	Arranges for adequate classroom facilities
Evaluates the results of his teaching	Screens students for co-op program	Coordinates classroom activities with on-the-job work experience	Plans and prepares publicity	Secures and trains adult instructors
Prepares a training plan for each student	Selects students for co-op program	Evaluates student progress on the job with employer	Takes part in extra-curricular activities and other school duties	Plans a budget for adult classes
Provides for classroom participation experiences for students	Places high school co-op students in appropriate training agencies	Makes on-the-job coordination and home visits	Keeps in direct contact with school principal, superintendent; parents and the business community	Organizes and supervises co-op youth leadership program
Plans yearly, monthly, and weekly teaching calendars as well as daily lesson plans for classroom activities	Councils with co-op students	Provides for on-the-job participation experience for students	Arranges and directs special events related to the co-op program	Sets up and works with advisory committees
	Acts as training consultant	Gives needed information and training to "downtown teachers," the job sponsors of the students		Supervises coordinators in training from colleges
	Follows up on student progress			Sets up budgets and plans for expansion
	Works with school guidance counselors			Prepares necessary reports
				Conducts practical research
				Supervises co-op adult classes

Source: Allen (1972a), p. 60.

The main reason for the growth in cooperative education is due to the program coordinator. Evans (1971) stated:

Everyone who has studied the CWE (Cooperative Work Education) program agrees that well-prepared and able coordinators are the key to successful program operation. The ability to plan in advance, initiative, outgoing personality, and organizational skills are basic requirements. It is clear that successful coordinators are rapidly becoming the backbone of a new leadership for all types of vocational education programs at state and local levels. (p. 196)

The California Guide (1972) stated that the teacher-coordinator of cooperative vocational education should assist the counselors by:

1. Preparing descriptive materials describing the programs for counselor, student, and employer use.
2. Providing individual and group orientation to the programs.
3. Assisting in writing procedures for enrollment, operation, evaluation, and follow-up of students in the programs.
4. Aiding in providing career information for the career guidance information file.
5. Ensuring that counselors are part of the student selection process.
6. Assisting in the career guidance activities of the schools as a resource person for career days, career seminars, job fairs, and the like.
7. Maintaining a cumulative record for every student in each program and making the record available to the counselor.
8. Advising students about their progress in a program in relation to their career plans.
9. Communicating with parents as needed.
10. Informing the counselor of students' progress.
11. Working with counselors to set up and carry out satisfactory follow-up procedures and using the results to improve programs.
12. Maintaining follow-up records.

13. Evaluating programs each year and modifying them as needed.
14. Providing worthwhile programs of related instruction.
15. Ensuring that programs are high in quality and follow the recommendations of the State Department of Education (pp. 36-37)

PROGRAM PLANNING AND DEVELOPMENT

A. Written Policy Statement

Each cooperative occupational program should have a written policy statement agreed upon by the teacher-coordinator, administrator, and local board of education. The policy statement should include:

- The philosophy and objectives of the program
 - Student selection
 - Responsibilities of the coordinator, employee student and parent
 - Training station selection and placement criteria
 - Funding procedures
 - Evaluation criteria
 - Coordinators' Release Time
1. The philosophy of the program should be included in the policy statement to facilitate evaluation procedures as well as legitimize the program as a vocational program. Specific program objectives should also be included to serve as a road map in regard to the direction, emphasis, and procedures to fulfill the program mission.
 2. A brief statement of each individual's responsibilities establishes an atmosphere for smooth program operation. Specific responsibilities should be listed for students, employers, parents, and coordinator.
 3. The criteria of student selection should be spelled out. The specific time of the year when recruitment and selection activities will be conducted should be included. Final selection of students must be made by the teacher-coordinator.
 4. Included in the policy should be specific criteria for training station selection: a) pay the trainee the prevailing wages unless special arrangements such as a student-learner permit or other special permits are utilized; b) agree to employ the student for the entire school year unless the economy or other uncontrollable circumstances arise; c) agree to provide a variety of work experiences necessary to expose the student to all facets of an occupation; d) agree to provide periodic evaluations of the student; e) agree to develop with the coordinator detailed training plans and sign a cooperative agreement; f) appoint someone as the trainee's sponsor who will aid the trainee in developing the competencies required of the job; g) observe the rule that the total number of hours of employment and classwork hours not exceed the maximum regulation of 40 hours per week.

5. Specific credit guidelines should be included. Many programs operate on a one-hour credit for classwork and one-hour credit for the occupational experience or a two-hour credit total. If the program is in an area center or a program-sharing situation with other school districts that operate on a block time basis plus the cooperative experience, the number of hours of credit allowed is usually based on the two-hour block; two-hours of credit plus one-hour of credit for the occupational experience or a total of three credit hours.
6. Funding procedures should be spelled out in regards to: a) reimbursement of the prevailing per diem to the coordinator for supervisory visits, training station development visits, attending state vocational education conferences, and expenses related to the advisorship of the student organization; and b) the district's ability to purchase the necessary equipment and resource materials to keep the program content relevant and up to date.
7. The program be organized on an on-going basis utilizing the advisory committee, students' evaluations, employers' and state supervisors' evaluations.
8. The coordinator be allowed adequate time to effectively visit trainees and conduct the necessary job functions related to a cooperative program. It is desirable for a coordinator to have an extended contract, normally two weeks before school starts and two weeks immediately following the end of the school year to complete necessary follow-up activities.

Sample Policy Statement

This policy statement is intended only as a guide and should be reviewed carefully. Because of the differences that exist in school policies from one district to another, it would be impossible to write a general policy statement that could be used by all cooperative vocational teacher-coordinators.

Cooperative Occupational Experience

A. Occupational Laboratory Instruction

1. Students will be permitted to work in occupational laboratories during regular school hours.
2. The time spent in regular school classes and working at the occupational laboratory should not exceed 40 hours per week.

B. Student Age

1. Students must be 14 years of age to enroll in the program.
2. Students who will be 14 by the end of the first six-week period may enroll upon recommendations of the vocational teacher-coordinator, and approval of the principal and the student's parents.

C. Student Selection

1. A brief statement of each individual's responsibilities establishes an atmosphere for smooth program operation. Specific responsibilities should be listed for each student, employer, parent and coordinator.

D. Student Wages

1. All students enrolled in the Cooperative Occupational Education program must receive compensation for their work while at the training station.
2. Information on the federal wage and hour, state wage and hour, and information pertaining to the various work permits is located in the section on Labor Laws included in this handbook.

E. Length of Occupational Experience

1. The teacher-coordinator should consult "A Guide for Curriculum Planning K-12," third edition, available through the North Dakota Department of Public Instruction, August, 1977.

F. Training Plans and Agreements*

1. An individual training plan will be developed cooperatively by the teacher and the training sponsor.
2. Training plans will list the on-the-job training to be gained at the place of employment and the related classroom instruction to be given.
3. A written agreement between the school and the employer listing specific responsibilities of the parties or individuals involved will be developed for each student in the cooperative program.

G. Content or Related Instruction

1. Related instruction applicable to the broad occupational area will be provided in the classroom.

H. Facilities and Instructional Materials

1. The vocational teacher-coordinator will have an office with telephone and adequate files for record storage and teaching materials.

I. Supervision by the Vocational Teacher-Coordinator

1. The vocational teacher-coordinator will make periodic visits to the training station to visit with the employer and evaluate the progress of the student.
2. The vocational teacher-coordinator will work closely with the employer and/or person responsible for the student's training to determine the needed adjustments in the training plan and the related classroom instruction.

J. Time and Travel Allowances for the Teacher

1. All travel incurred in the performance of the teacher-coordinator's regular duties will be reimbursed at the prevailing rate of the school district.
2. The teacher-coordinator will be provided the regular school per diem rate for authorized trips outside the school district.

K. Placement of Students in Occupational Laboratories

1. The vocational teacher-coordinator will insure that the interest of both students and employers is considered when a student is placed in a cooperative training station.

*Sample training plans and training agreements may be found in the publication Cooperative Education Training Plans and Training Agreements published by the North Dakota State Board for Vocational Education, August, 1980.

L. School Credit for Occupational Laboratory Experiences

1. Students may earn from one to two units of credit toward graduation depending upon the extent and duration of the occupational laboratory experience.
2. Achievement and progress on both related classroom work and occupational laboratory experiences will be considered when grading students.

M. Records and Reports

1. Besides the regular school records and reports, the vocational teacher-coordinator will maintain the following:
 - a. Reports of supervisory visits to training stations.
 - b. Placement records of former students.
 - c. Individual students' earnings and hours worked while enrolled in the program.
 - d. Individual training plans and agreements.
 - e. Student evaluation reports as supplied by employers.

ADVISORY COMMITTEES

Functions of An Advisory Committee in a Cooperative Vocational Education Program

1. Surveying Community Needs
2. Supplying Job Information
3. Provide Curriculum Advice
4. Recommend Student Selection Criteria
5. Involved in Recruiting and Selecting Teachers
6. Help Establish Student Scholarships and Awards
7. Involved in Student Organizations
8. Assist in Student Placement
9. Promote Vocational Education Legislation
10. Promote Vocational Education in Your Area
11. Selection and Acquisition of Equipment
12. Evaluate Local Vocational Education Programs
13. Make Recommendations to Administration
14. Involved in Adult Vocational Education Activities

A recent survey completed by the North Dakota State Advisory Council for Vocational Education indicated that of these 14 functions, providing curriculum advise, surveying community needs, and evaluation of local vocational education programs were ranked as the activities with the greatest importance as considered by teachers and members of local advisory committees.

In addition to this survey, more detailed information concerning the development, implementation, and evaluation of local advisory committees may be found in Advise and Action, Vocational Education Advisory Committee Handbook, published by the North Dakota State Advisory Council for Vocational Education, Fargo, North Dakota. Copies of this publication are available at no charge by writing the State Advisory Council, State University Station, Box 5405, Fargo, North Dakota 58201.

SURVEYS

Without student awareness and adequate interest in the cooperative component of a vocational offering the most elaborate plans are all in vain. All students in grades 9-12 should be included in the survey. The most effective means of surveying is to conduct the survey in a class in which all students are enrolled, English, history, etc. If the prior method is not possible, a school assembly in which a brief explanation of the program can preclude the survey. Several means of media can be utilized to explain the program:

1. The teacher-coordinator
2. State staff personnel
3. Representatives from districts offering the program
4. Slides
5. Students from other programs, and
6. Employers that have been involved

The teacher-coordinator must keep in mind in the initial survey as well as the annual survey that all students that express an interest may not actually enroll when it comes to enrollment time.

Sample survey instruments are included on the following pages and may be duplicated for use in your school setting.



STUDENT SURVEY

INSTRUCTIONS: The following information is necessary in the development of the school's cooperative vocational education program. Please answer all these questions to the best of your ability. Answers will be kept confidential.

Name _____ Date of Birth _____
Last First Middle Month Day Year

Present Grade in School (Circle One) 9 10 11 12

Sex (Circle One) M F Age _____

Are you working part-time now? Yes _____ No _____

If yes, approximately how many hours a week do you work? _____ Hours

If no, would you be interested in part-time employment as part of a cooperative vocational program during the school year? Yes _____ No _____

What are your occupational plans for the future? _____

Are you planning to continue your education after high school? Yes _____ No _____

If yes, where? _____

I would like an appointment with Mr./Mrs. _____ for more information. Yes _____ No _____

TO BE FILLED OUT BY THOSE PRESENTLY WORKING

Name of Business where you are Employed _____

Kind of Business _____ Owner's Name _____

Manager's Name _____ Your Specific Job Duties _____

How long have you worked there? _____

Average Weekly Pay \$ _____ Hourly Wage \$ _____

PREVIOUS WORK EXPERIENCE

Name of Business

Name of Employer

Pay/Week

Length of
Employment

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Do you like your present job? Yes ____ No ____

What do you like or dislike about your job? _____

Why? _____

Community Surveys

Community surveys are a must in planning new programs. A survey is an organized procedure of securing information about the occupational area in which a program is being planned.

There are many forms, methods, and techniques that can be utilized in conducting community surveys. Following is a partial list of information that can be compiled from a survey.

1. General employment trends in the community.
2. List of businesses that are potential training stations.
3. Current data on entry-level job requirements.
4. Total number of people employed in the occupational area.
5. Equipment and facilities available for training.
6. An idea of the amount and kind of adult education training needed.
7. Provides the teacher-coordinator an opportunity to meet personally the industry representative in the community.
8. The coordinator can determine the general attitude the community has towards the initiation of the program.

How Do I Conduct a Community Survey? There are two basic methods of conducting a community survey, personal interview and mail questionnaire. The size of the community and time allotted for the survey actually dictates the method used.

Personal Interview:

1. Allows the interviewer to personally ask and interpret questions.
2. Decreases the misinterpretation or misunderstanding of questions.
3. Demonstrates to the firm being surveyed the personal attention and interest of the school.

In personal interviews, care must be taken to assure that the personnel conducting the survey is well informed and trained.

Mail Questionnaire:

Because of the time involved in conducting personal interviews, many community surveys are conducted by mail. A cover letter signed by the superintendent of schools, director of vocational education, or a board of education representative should accompany the questionnaire to explain

the purpose of the survey as well as encourage the individuals participation in the survey. A self-addressed stamped envelope should accompany the questionnaire to encourage the return of the material. In using mail surveys, the instructions must be simple, short, and very explicit. For many reasons, one cannot expect an extremely high percentage of returns. The personal interview is the most accurate and highly recommended when possible.

In conducting a mail survey, the people responsible should check with other vocational programs for input as to information needed and related to their area. If more than one vocational area can combine efforts, not only are more people available for assisting in the survey, but the business community would rather complete one survey rather than completing several surveys during a short period of time.

Steps in Designing Questionnaires and Implementing Surveys:

1. Secure permission from administration.
2. Secure a commitment for financial assistance (postage, phone, printing, secretarial time, etc.) from administration.
3. Seek suggestions from administrators, other faculty members, and advisory committees on specific questions to ask (the example included could be used as a starting point). Each local community may need additional data not included.
4. Try the survey out on a select few, possible advisory committee, to see if instructions and questions are clear.
5. Revise if necessary and have materials printed. It should be a professional quality. Train support personnel if necessary.
6. Have announcements on local media just prior to the beginning of the survey to inform the business community what it is about and to let them know they can be expecting a personal call or mail questionnaire.
7. Conduct survey.
8. Tabulate results (a blank form can be utilized to tabulate results).
9. Analyze results and disseminate results to administration and advisory committee with recommendation for specific action.

(Example)
Personal Interview
COOPERATIVE VOCATIONAL EDUCATION SURVEY

1. Name of Firm _____
2. Address _____ Phone _____
3. Type of Business _____
4. Name of Owner or Manager _____
5. Name of Person Interviewed & Job _____
6. Does your firm have difficulty in obtaining trained personnel?
Yes _____ No _____
7. Has Cooperative Education been explained to you and do you understand the program? Yes _____ No _____
8. Does your firm use high school students as part-time employees?
Yes _____ No _____
9. If yes, please state number of: Male _____ Female _____.
10. Does your firm use post-secondary students part-time? Yes _____ No _____
11. If yes, please state number of: Male _____ Female _____.
12. What means do you use to find new regular and part-time employees?
____ Private Employment Agencies
____ North Dakota Job Service
____ Recommendations of Friends or Other Businessmen
____ Relatives of Present Employees
____ Applications Received from Individuals, Walk-ins, result from ads run in local media.
13. How many additional employees or replacements do you estimate you will need in the next year? No. _____ Next Three Years No. _____
14. What job categories will these employees be needed? _____

15. What is the greatest reason for employees leaving employment with your firm?

16. Would your firm be willing to participate in a cooperative vocational education program by hiring students and working with the teacher-coordinator in developing training plans and other necessary forms? Yes _____ No _____

17. Would your firm be willing to provide concentrated employment for a cooperative vocational education student? Yes _____ No _____
18. Do you feel there is a need for in-service training for your full-time employees? Yes _____ No _____ What Areas: _____

Best time of day - week - year for in-service training.

Specific Comments of interest made by person interviewed: _____

Interviewer's Comments

Did you interest the business in the cooperative vocational education program?

Secondary: Yes _____ No _____ Post-Secondary: Yes _____ No _____

Plan of Action

Call Back:

Date:

Area of Interest:

Date

Interviewer

EXAMPLE COVER LETTER FOR USE IN MAIL SURVEY

Dear (Employer's Name) :

The (Name of School District) school district is presently exploring the feasibility of establishing cooperative vocational education programs as part of the high school curriculum.

The purpose of the cooperative vocational education program is to provide an opportunity for young people to make the transition between school life and the world of work by blending meaningful employment experiences with related in-school classroom instruction.

A program of this nature requires the active support of the business community. Your school district is conducting a survey to determine the number of businesses who would be willing to participate in such a program. Will you please fill out the enclosed questionnaire and return it to me as soon as possible? We have enclosed a self-addressed stamped envelope for your convenience.

Sincerely,

Superintendent of Schools

Chairman, Advisory Committee

Example Mail Survey
COOPERATIVE VOCATIONAL EDUCATION SURVEY

All information contained on this form will be kept in strict confidence. The information you furnish will be used for statistical purposes only.

Name of Business _____

Type of Business _____

Address of Business _____ Phone _____

Name of Owner or Manager _____

Number of Persons Employed:

Full-time Employees

Male _____

Female _____

Part-time Employees

Adult Male _____

Female _____

Students Male _____

Female _____

Does your firm have difficulty in obtaining trained personnel? Yes _____ No _____

Does your firm have an employee training program? Yes _____ No _____

Beginning salary of employees hired (please state average or range)

_____ Full-time _____ Part-time

Are there company or union regulations regarding part-time employees? Yes _____ No _____

If yes, please explain _____

List the three most important factors considered when hiring a new employee?

1. _____

2. _____

3. _____

Does your firm use high school students as part-time employees? Yes _____ No _____

What means do you use to find new regular and part-time employees?

_____ Private Employment Agencies

_____ North Dakota Job Service

_____ Recommendations of Friends or Other Businessmen

_____ Relatives of Present Employees

_____ Applications Received from Individuals, Walk-ins, result from ads run in local media.

How many additional employees or replacements do you estimate you will need in the next year? No. _____ Next Three Years No. _____

Would you like more information concerning cooperative vocational educational programs? Yes _____ No _____ If yes, best time for a school representative to call a.m. - p.m., day - MTWThF

Additional Comments:

Specific questions you have in regard to cooperative vocational education

Date

Name and Title of Company Official

SCHEDULING OPTIONS FOR COOPERATIVE EDUCATION

In utilizing the cooperative method of instruction, most programs follow a schedule similar to the following:

Traditional Schedule

	<u>Mon</u>	<u>Tues</u>	<u>Wed</u>	<u>Thurs</u>	<u>Fri</u>
1st	class	class	class	class	class
2nd	class	class	class	class	class
3rd	voc. ed. related	voc. ed. related	voc. ed. related	voc. ed. related	voc. ed. related
4th	supervised		occupational		experience
5th	supervised		occupational		experience
6th	supervised		occupational		experience

By offering the vocational related cooperative class third or fourth hour, it allows a student to be placed either a.m. or p.m., thus making it possible to place two students in one training station.

Block Schedule

	<u>Mon</u>	<u>Tues</u>	<u>Wed</u>	<u>Thurs</u>	<u>Fri</u>
1st	Related Vocational Class - - - - -				
2nd	Related Vocational Class - - - - -				
3rd	School Requirements - - - - -				
4th	School Requirements - - - - -				
5th	Supervised Occupational Experience - - - - -				
6th	Supervised Occupational Experience - - - - -				

The block schedule allows the cooperative method to be implemented in the trade classes and other operating on a two-class period schedule. One hour of the related class can be spent in a related laboratory, one hour covering curriculum relevant to all students plus the supervised occupational experience.

Schedules for Area Center or Schools Sharing Programs

	<u>Mon</u>	<u>Tues</u>	<u>Wed</u>	<u>Thurs</u>	<u>Fri</u>
1st	supervised	related	supervised	related	supervised
2nd	occupational experience	class	occupational experience	class	occupational experience
3rd					
4th					
5th	home school				
6th					

Many combinations exist for the area center and schools sharing vocational programs. The limitations depend on local policies. In area centers, it is recommended that the home school students have the one hour related class with supervised occupational experience in their home community.



SAMPLE STUDENT PROGRAMS

One-Year Program for Seniors Example

<u>Class Period</u>	<u>Subject</u>
8:00-8:55	History
9:00-9:55	Elective
10:00-10:55	Related Vocational Class
11:00-11:55	English
12:00-12:55	Lunch
1:00-1:55	Supervised Occupa- tional Experience
2:00-2:55	
3:00-3:55	
4:00-4:55	

Senior Year of a Two-Year Program

<u>Class Period</u>	<u>Subject</u>
8:00-8:55	Supervised Occupa- tional Experience
9:00-9:55	Supervised Occupa- tional Experience
10:00-10:55	Supervised Occupa- tional Experience
11:00-11:55	Related Vocational Class
12:00-12:55	Lunch
1:00-1:55	History
2:00-2:55	English
3:00-3:55	Athletics or Elective

Cooperative Occupational Education

Sophomore Year

English
Math
Social Studies
Physical Education
General Metals
or
Industrial Arts

Junior Year

English
History
Elective
Physical Education
Vocational Class

Senior Year

English
Elective
Vocational Class
Physical Education
Supervised Occupational Experience
Supervised Occupational Experience
Supervised Occupational Experience

TEACHING

Each student's career objective and general level of ability must be determined in planning instruction. Individualized instruction materials, group instruction materials, and training plans all depend on the individual student's career objective and needs.

Group Instruction

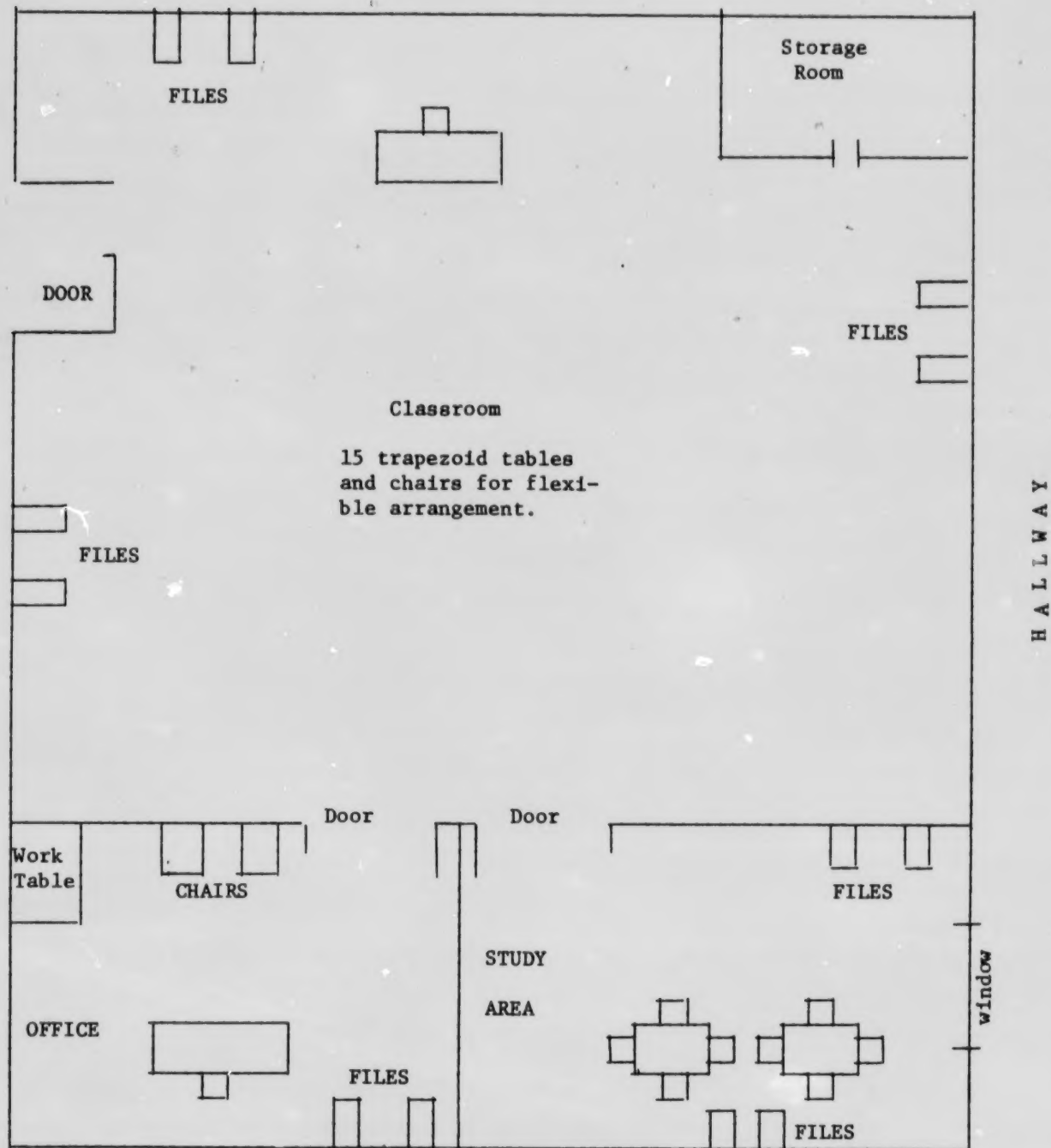
Selection and Organization of Course Content--Common Core Curriculum

Each service area within the vocational education family recommends different percentages of time for group and individualized instruction, however, trade and industrial usually follow a 1/3 group instruction and 2/3 individualized instruction organization in a class containing more than four offices of education codes. Distributive education, business education, and agricultural education usually follows a 2/3 group instruction and 1/3 individualized instruction. Following are some common core curriculum that should be included in any vocational educational curriculum.

1. Orientation and Careers--Orientation to the program and career opportunities should cover all policies and expectations of the students in the program, grading system, attendance policies, and basic operational procedures. Career opportunities available within the occupational area should be discussed and explained in terms of advancement, entry level, skills necessary and information on both short-term and long-term employment potential.
2. Human Relations--The necessary human relations skills for obtaining and advancing on the job.
3. Communications--Ability to communicate orally and in writing with different groups, peers, employers, etc.
4. Personality Development--Developing with attitudes, work ethics, and factors necessary for successful work experience.
5. Employment and Job Development--Working with job interview techniques, how to locate job opportunities, and how to write job resumes. Job development covering the areas of developing as a superior employee, including job performance, how one may be evaluated, and what is expected of an employee other than just a job.
6. Youth Organizations--As each of the vocational service areas has a co-curriculum vocational student organization as a component of the total program, teacher-coordinators need to include the youth organization component in their group instruction and dovetail the activities in with both group instructions and individualized instruction. The key to utilizing the student organization to its fullest potential is starting early in the fall and continuing the activities throughout the year.

The following illustration is a recommended classroom layout for related instruction in cooperative occupational education.

Related Instruction Classroom



Individualized Instruction

Individualized instruction is a necessary component in cooperative vocational education programs. In using the cooperative method and utilizing the 1/3 group instruction and 2/3 individualized instruction, the teacher-coordinator must be: first, familiar with the method; second, have the appropriate equipment and materials to effectively utilize the method.

Individualized instruction does not mean that each student works independently, rather, they work specifically with materials dealing with their career objectives. If a teacher-coordinator has three or four students with similar career objectives, it is possible for them to work in a small group while others are working in small groups or individually.

With the vast amount of individualized instructional materials available, the problem of resource materials no longer exists; the problem is how to use them to their most effective potential.

The teacher-coordinator must keep in mind that the classroom becomes very unstructured with three students working on one assignment, three students working on another, etc.

Individualized instruction works only as well as the teacher-coordinator is organized. One caution in using individualized instruction is that the coordinator must keep the assignments, materials, and activities diversified to keep the class interesting. If the teacher-coordinator day after day hands a student a workbook with no diversification, it does not take long before the students become bored and uninterested.

As a result of the methods used in the cooperative vocational related class, the number of students in each class should be limited to 18 to 25

students. Following is a partial list of sources* where individualized and group curriculum materials may be obtained.

1. Illinois Division of Vocational and Technical Education, 1305 Outer Part Drive, Springfield, IL 62706.
2. Indiana State University Vocational Industrial Instructional Materials Laboratories, Department of Vocational-Technical Education, Terre Haute, IN 47809.
3. Ohio State University, Instructional Materials Laboratories, Trade and Industrial and Distributive Education, Columbus, OH 43210.
4. Assistant Secretary for Vocational and Adult Education, Department of Education, Washington, D.C. 20202.
5. University of Missouri Instructional Materials Laboratory, Industrial Education, Columbia, MO 65201.
6. University of Texas, Instructional Materials Laboratories: Distributive Education and Agriculture Education, Division of Extension, Austin, TX 78712.
7. ERIC Clearinghouse on Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, OH 43210.

*For current, up-to-date sources of information, contact your State Supervisor for Vocational Education, State Board for Vocational Education, 900 East Boulevard, Bismarck, ND 58505.

COORDINATION ACTIVITIES

The following is an outline of some of the activities done by a coordinator during the time allocated for coordination:

Planning

Since the teacher-coordinator is personally involved with many agencies and institutions, the need for sound planning cannot be overemphasized. Plans must be made to insure the classroom instruction is correlated with on-the-job training so that the unique needs of students are met, advisory committee is properly selected and functioning, cooperating employers are kept abreast of current activities and methods, students are attaining their occupational objectives, and the total program has a favorable image in the community.

Guidance and Counseling

1. Counsel with the student regarding the occupation or career objective.
2. Follow-up student's absence from school.
3. Detect student's willingness to do various types of work duties.
4. Secure facts needed for counseling interviews with students.
5. Get information regarding attitude of student.
6. Inform the guidance department of all essential information that will aid in scheduling students.
7. Check permanent records, test scores, or any other information essential to the planning of a good schedule or program for students.
8. Visit each student's home in order to accomplish the following objectives:
 - a. explain program fully to parents
 - b. keep parents informed of student's progress
 - c. observe home conditions that may reflect in student's personality
 - d. invite parents to visit the vocational education classes
9. To seek the assistance of guidance personnel in testing and evaluating to aid the coordinator in making the final selection of students.

Employer Relations

1. Cooperative development of training plans

The student, the employer, and the coordinator must be involved in the preparation of a training plan for the student. This plan which should be consistent with the student's occupational objective should include the following:

- a. an explanation of training responsibilities with employer.
- b. a schedule to insure daily training for students.
- c. time restrictions to prevent student's working too many hours.
- d. a plan to provide for students to be exposed to all functions within the training station.
- e. a plan to prevent temporary 'lay-offs' of students.

- f. a schedule for periodic revision of the training plan to reflect occupational objective changes.
 - g. safety factors within the training station
2. General principles of working with employers
- a. explain the cooperative occupational education program.
 - b. notify employer in advance of conference or interview.
 - c. praise employer for helping train students.
 - d. discuss importance of employer's evaluation of student's progress.
 - e. learn names of people working with students.
 - f. discuss with employer any books, films, or periodicals which may be of interest to both employer and student.

Advisory Committees

- 1. Determine membership of advisory committee.
- 2. Secure speakers from this committee for special class topics.
- 3. Work out plans and agendas with the chairman of the committee.
- 4. A list of functions of the advisory committee may be found on page 15.

Public Relations

- 1. Secure cooperation and involvement of civic, school, trade and business associations, P.T.A. groups, etc.
- 2. Prepare students for presentation to above groups as well as for radio and/or T.V. programs.
- 3. Plan and initiate school and community service projects.
- 4. Make home visitation to explain program to parents and enlist their support and aid.
- 5. Keep all interested parties, i.e., parents, faculty, and employers, informed of student progress.

Evaluation

The best plans are no better than the evaluation process which judges how well they are being accomplished. Consequently, the teacher-coordinator must periodically evaluate total program effectiveness, student progress, training station involvement, and the public relations program. Further plans must be made to meet the demands brought out by frequent evaluation.

Student Selection

Student selection consists of a series of activities:

A. Gathering Pertinent Data for Selection

1. Student survey - determines interest
2. Analyze information
 - a. Academic ability--keeping in mind that vocational education is charged with the responsibility to identify those that want to, can benefit, and advance in a career regardless of their intellectual ability. The teacher-coordinator needs to have a basic understanding of the academic ability of the students he/she is working with.
 - b. Vocational interests--information including students' career objectives, their future plans for employment, parent's occupations, and co-curriculum and extra-curricular interest.
 - c. Educational background--math skills, communication skills, reading ability and courses taken related to career objectives.
 - d. Emotional stability--temper, nervousness, moody, etc.
 - e. Personality--sense of humor, self-starter, introvert-extrovert.
 - f. Character--ambitious, honest, sincere, etc.
 - g. Health--physical, mental.
 - h. Parents' aspirations for child.
 - i. Socioeconomic background, parents' occupations, nature of home life, etc.
 - j. Vocational maturity--work habits, if part-time employed, where, successful, etc., willing to assume responsibility and attendance record.
3. Personal interview with students
4. Teacher recommendations

The annual selection process must be based on the coordinator's decision as to the student's benefitting from the program.

Student Responsibilities

In each cooperative occupational education program, the responsibilities of the students vary, but the following are believed to be at least basic requirements. Students should:

1. Attend school on a regular basis. If the student is unable to attend school in the morning, he will not be permitted to work that day. In case of absence, the employer and the school should be notified in the morning.
2. Display good conduct at all times. Any misconduct may result in removal from the program.
3. Maintain passing grades in all subjects. The coordinator reserves the right to adjust school and work schedules, if need be, consistent with the needs of the business to insure passing grades in all school subjects.
4. Notify the coordinator before quitting a job. The student may not quit a job without prior approval from the coordinator and the training station sponsor.
5. Maintain an appearance which conforms to those standards of dress and grooming expected of the employees at the training station.
6. Be employed in only one job which would be the approved training station.

Finally, while the student-trainee is performing duties at the training station, he or she is subject to the same rules and regulations as any full-time or part-time employee. However, since the training station is an extension of the classroom, any problem that arises can be met by the combined efforts of the sponsor and the coordinator. The student-trainee, when hired in the training station, is considered to have accepted a position through May of their senior year. In no case will a student-trainee be allowed to terminate his/her employment without the approval of the coordinator. Failure of the student to carry out any of these responsibilities could result in the removal of the student from the program.

Locating Potential Training Stations

Depending on the size of the community, there are several methods of locating potential training stations.

1. Community surveys--community surveys conducted reveal many possibilities that can be developed into quality training stations.
2. Leads from participating employers.
3. Advisory committee recommendations
4. Professionals in the community may suggest potential training stations.
5. Participating in civic organizations may provide leads for potential training stations.

Selecting Quality Training Stations

After potential training stations have been located, the selection process begins.

The number one priority in selection must depend on the students career objectives.

After the teacher-coordinator has determined the students career objective, the student and the teacher-coordinator must select an appropriate training station.

1. A personal interview with the prospective training station must include:
 - a. Making sure the employer realizes that the program is for training and not an employment agency.
 - b. The employer realizing their role in providing a variety of on-the-job instructions.
 - c. The employer's realizing that the student will be provided related class instruction.
 - d. That the employer must meet local, federal, state employment practices, including pay, working conditions and labor laws concerning youth.
 - e. The employer will make every effort possible to provide approximately 15 hours of employment per week.
 - f. The employer will treat the student as any other employee and the student can expect raises as they merit the income.
 - g. The employer must agree to the use of a training plan and periodic evaluation of the student.
 - h. Agreement that if any problem arises on the job the coordinator will be notified before any specific action is taken.

Following is a form for evaluating a potential training station.

RATING CHART FOR PROSPECTIVE TRAINING STATIONS

Occupation _____ Business Firm _____

Address _____ Date _____

Name of Owner or Manager _____

	Poor 1	Fair 2	Good 3	Excellent 4	Superior 5
1. Employer's interest in cooperative training.	_____	_____	_____	_____	_____
2. Available training facilities.	_____	_____	_____	_____	_____
3. Actual work in related occupational area.	_____	_____	_____	_____	_____
4. Agree to use of training plan.	_____	_____	_____	_____	_____
5. Opportunity for employment after training.	_____	_____	_____	_____	_____
6. Opportunity for advancement.	_____	_____	_____	_____	_____
7. Reputation of business.	_____	_____	_____	_____	_____
8. Pay scale.	_____	_____	_____	_____	_____
9. Fringe benefits received.	_____	_____	_____	_____	_____
10. Regularity of part-time employment.	_____	_____	_____	_____	_____
11. Distance of business from school.	_____	_____	_____	_____	_____
12. Lack of hazards.	_____	_____	_____	_____	_____

Employer Responsibilities

As a training sponsor you are asked to:

1. Provide suitable employment for part-time student-trainees, offering an opportunity for job experiences and learning.
2. Plan a work schedule that will lead to job progression and introduction to other distributive activities of the business.
3. Cooperatively develop and periodically review the training plan.
4. Appoint a qualified, experienced employee to supervise the student-trainee on the job.
5. Work closely with the coordinator in carrying out the student's training objective.
6. Encourage the student-trainees to develop good work habits and attitudes.
7. Provide the coordinator with training materials which your organization may have on hand.
8. Volunteer to speak to student groups, club organizations, and in classrooms about your business, its opportunities, and its career possibilities.
9. Make suggestions which you think could improve the program and strengthen the training.
10. Encourage other businessmen such as yourself to engage in training activities.
11. Pay a fair and equitable wage in relation to the student-trainee's skill, ability, and experience.
12. Make the student's work hours sufficient for training, but allowing reasonable time for study and relaxation.

Teacher-Coordinator Responsibilities

1. Provide qualified part-time student-trainees who will mature with with job experience and become proficient employees of the organization.
2. Assist in establishing a suitable training program and schedule for the individual student-trainee.
3. Cooperatively develop individual study guides for classroom work which will provide the student-trainee with specific information which relates directly to his job and area of training.
4. Work closely with you, the training sponsor, to insure a sound training program for the individual student-trainee.
5. Evaluate the student-trainee's progress regularly to insure satisfactory job performance.
6. Maintain a close working relationship with the management and training supervisors.
7. Assist you, the training sponsor, in every way to fulfill each student-trainee's occupational objective and training needs.
8. Provide current information on business trends.
9. Provide access to adult education.

Tips for New Training Sponsors

1. Orientation to the business, employees, and operation is vital.
2. Assign the student to a training supervisor, give him a definite schedule, and instruct him in job responsibilities.
3. Put him on your team and remind him that he must be productive and dependable and show ability to progress.
4. Remind him that he is in a training situation and that you will expect him to perform to the best of his ability.
5. Inform him that you and the coordinator will evaluate his work regularly and that you will grade his job performance and progress.
6. Inform the student of his acceptance as an employee and let him know where he stands with you; never keep him guessing.
7. Reward the student with a pat on the back for a job well done as readily as you would criticize him for errors and lack of judgment.
8. Teach him the importance of profits of your business and to himself; expect high standards of work and productive performance.
9. Guide him in developing proper work habits and attitudes, and help him increase his skills and knowledge.
10. Correct faulty judgments and improper techniques before they become habitual.
11. Confer with the coordinator regularly regarding the student's training; keep appropriate matters confidential.

Tips on How to Supervise Trainee

The student-trainee you have employed is a human dynamo, bubbling with energetic enthusiasm and full of young ideas - but lacking in self-confidence. He is shy, eager to please, and wanting acceptance by the employees and management.

Your job of supervision is largely a matter of allowing the trainee to find himself. You will be required to exhibit patience, understanding, tact, tolerance - all mixed with a sense of humor.

Supervision should draw the best from the trainee. Stimulate his thinking, ask his opinions, give him responsibility, recognize his ability, and teach him to accept his limitations. Supervision is based on these sound rules.

1. Assign work within reasonable bounds of physical strength.
2. Recognize that young people lack muscular coordination and sound judgment.
3. Give criticism fairly, without emotions and let trainees discover their own mistakes.
4. Use the "we" rather than "I" approach.
5. Put the trainees on your team, treat them as adults, and reward good deeds with added responsibility.
6. Give instructions clearly, telling why as well as how.
7. Expect the best from trainees. Never accept poor quality; teach them pride in a job well done.
8. Set a good example for trainees to follow.
9. Point trainees toward a goal and help them achieve it.

Parent Information and Involvement

The cooperative vocational education program needs the understanding and commitment of the parents to be successful.

Home visits have traditionally been conducted by teacher-coordinators for various reasons: (1) to meet and visit with parents to have a better understanding of the home life and environment in which the student lives, (2) explain the program components so the parents realize that the program is for training and deals with specific career objectives.

During the school year many programs have open houses in which parents are invited to the school not only at evenings, but, also during the day to observe the program in operation. Parents appreciate the interest shown by school personnel for their children and like to know how their child is progressing in class and on-the-job.

Common sense must prevail in terms of the relationship with parents and program components. In some cases, it is best to visit with the student prior to the home visit as some have lives that may not be conducive to a beneficial visit, and could do more harm than good.

1. Purposes of home visitation

- a. To get information of the student's social, economic and moral status
- b. To develop friendly attitudes of the parents toward the school
- c. To make personal acquaintance of parents
- d. To give parents a knowledge of the program and to solicit their support of the program
- e. To check home problems of the student.

2. Techniques of home visitation

a. Time of visitation

- (1) Not at meal time
- (2) In some cases make appointments
- (3) In some cases visit home when student is not present
- (4) Don't make visits too long

b. Manner of approach

- (1) Be friendly, not an officer
- (2) Put family at ease
- (3) Be a good listener
- (4) Show interest in parent's problems
- (5) Attempt to get desired information without direct questioning

c. Things to avoid

- (1) Gossip
- (2) Taking sides in family disputes
- (3) Religious, political, and racial controversies
- (4) Mentioning purpose of call until appropriate time

Student Placement

After the teacher-coordinator has gathered the necessary data about the student and the potential training station, and has personally interviewed the employer, the next step is placement.

In some cases, the teacher-coordinator must use a variety of special forms, state and federal, to obtain quality training stations. The section on Labor Laws will be helpful in meeting the needs of the student and the employer.



Coordinator's Organized Visitation Schedule

The teacher-coordinator must complete many forms and records for not only his/her use, but for program records. Following is a list of these records:

1. Student records, personal information
2. Visitation reports

The teacher-coordinator must visit the training station on a regular basis: (at least twice per nine week period). Each visit must have a purpose with a specific objective to accomplish. Each visit should include a concise synopsis including (a) individualized instruction needed, (b) group instruction needed, (c) how the student seems to like the job, (d) if the supervisor is satisfied with the student, (e) training agreement is being followed, if not, why, if so, to what extent, (f) if the student is receiving adequate supervision and the quality of training being received.

3. Training plans--the coordinator must keep an up-to-date training plan and take it with them on each visit.
4. Training agreements
5. Student records--including hours worked, wages earned, etc.
6. Employer--teach evaluation forms
7. Mileage forms (See Monthly Travel and Service Report on pages 47-49)
8. Administrative reports--including a weekly itinerary for visitations.

GUIDELINES FOR THE USE OF REIMBURSABLE TRAVEL AND PER DIEM EXPENDITURES

- I. Travel and per diem expenditure reimbursement is allowed by the State Board for Vocational Education as necessary to carry out local program responsibilities. Each educational agency is to develop and submit a travel budget as part of the annual program plan. All out-of-state travel is to be identified by place and purpose on the annual plan or by letter to the program supervisor. Local and state wide travel is to be approved in accordance with local school policy. Reimbursement is allowed by the State Board for the following purposes:
 - A. Supervision of occupational work experience programs (priority)
 1. Selection of training sites
 2. Supervision of students at the training site
 - B. Field Trips (instructor travel or group travel)
 1. Related to program's occupational objective
 2. This does not include travel for youth organizations (see C)
 - C. Instructor Travel (no bus reimbursement allowed for youth organizations)
 1. For statewide youth activities called or approved by the state office as follows:
 - VICA - Vocational Industrial Clubs of America
 - a. Fall Leadership Conference and elections
 - b. District Leadership Conference - Skill Olympics
 - c. State Leadership Conference
 - FHA/HERO - Future Homemakers of America/Home Economics Related Occupations
 - a. District Rally Planning Meeting
 - b. District Rally
 - c. District or Sub-District Leadership Workshop
 - d. State Convention
 - AIASA - American Industrial Arts Student Association
 - a. Fall Planning Conference
 - b. State Leadership Conference
 - FFA - Future Farmers of America
 - a. District Leadership Conference
 - b. North Dakota Winter Show
 - c. State Convention
 - d. Area and State Land Judging
 - e. State Fair-Local discretion is to be used but no more than two round trips will be allowed.
 - f. State Range Management Contest
 - FBLA/FBL - Future Business Leaders of America/Phi Beta Lambda
 - a. Fall Planning Conference
 - b. State Leadership Conference
 - DECA - Distributive Education Clubs of America
 - a. Fall Planning Conference
 - b. State Leadership Conference
 2. Two additional in-state youth activities approved by the local administrator.
 3. Out-of-state conferences and meetings
 4. The annual All-Service Vocational Education Conference, reimbursed only if the staff member attends the entire conference or receives approval from the appropriate state staff member to attend only a portion of the conference.
 5. Other in-service education (workshops or meetings)
 6. For coordination and/or improvement of the instructional program

Note: This does not include travel to pick up school materials or supplies.
- II. Schools shall decide what they will pay for mileage, meals and lodging. The State Board will allow reimbursement on actual payment but not to exceed the following rates:
 - A. Personal car use up to a rate of 20¢ per mile (14¢ per mile out-of-state)
 - B. The actual expense of lodging not to exceed \$20.00 per day (actual expense out-of-state)
 - C. Meals @ \$2.75 for breakfast, \$3.75 for lunch and \$6.50 for dinner (a maximum of \$18.00 out-of-state)
 - D. District owned or leased vehicles up to 20¢ per mile for under 36 passenger and up to 60¢ per mile for 36 or larger passenger buses.

Note: Bus transportation is for field trips only.
- III. A receipt for lodging and commercial travel must be attached to the reimbursable travel and service expense report filed with the school clerk.

INSTRUCTIONS FOR COMPLETING THE MONTHLY TRAVEL AND SERVICE EXPENSE REPORT

1. Each staff member is to file a report with the local school. The report can be filed monthly or for a period of several months. When the report is for several months it is necessary that all months be listed in part II and that the month and date be identified in part IV. The report is to show only those expenditures approvable for State Board reimbursement. The school is to reimburse the instructor monthly and file for reimbursement at the end of the school year. To file the school's reimbursement claim (VEA 19) by May 30, it will be necessary to claim the current year's May and June travel the following year.
2. State institutions who use the State of North Dakota Travel Expense Voucher may use that form. All other schools are to use the State Board form VEA 19.3.
3. In completing VEA 19.3 it is necessary that parts II and IV be completed to provide adequate back-up for reimbursement. Parts I and III are optional but it is suggested they be completed where possible to provide a report of services provided beyond the classroom/laboratory instructional program.
4. Each date on which expenditures are reported is to be listed in part IV and a complete description of the person and/or place visited and the purpose of the visit is to be recorded. The mileage expense is to be calculated and shown as in the examples below.
5. The white and yellow copies are to be sent to the State Board for Vocational Education with the school's claim for reimbursement at the end of the school year as back-up for travel reimbursement claimed. The yellow copy will be returned with the processed claim to the school.
6. It is necessary to show the school district check number and date on which reimbursement was provided to an instructor.

SAMPLE:

REIMBURSABLE TRAVEL AND SERVICE EXPENSE REPORT VEA 19.3

STATE BOARD FOR VOCATIONAL EDUCATION

I. Number of Meetings With:

Youth Orgn.	Adult Classes	Other
CURRENT MONTH		
1	-	-
TOTAL SINCE JULY 1		
3	-	-

II.

Month of OCTOBER, 19 79
 School PLEASANT VALLEY
 Service Area DISTRIBUTIVE EDUCATION

III.

Number of Visits To:

Day School Students	Adult Students	Other
CURRENT MONTH		
3	-	-
TOTAL SINCE JULY 1		
12	-	-

IV. TRAVEL AND ACTIVITIES IN CONNECTION WITH LOCAL PROGRAM

DATE	PERSON AND/OR PLACE VISITED AND PURPOSE	Maximum Cost Allowed	Cost for Mileage	Cost for Meals	Cost for Lodging
		20¢ or 60¢		\$13.00	\$20.00
3	SUPERVISORY VISIT TO TOME JONES AT SUPER VALU <u>2</u> mi. @ <u>.20</u>		\$.40	\$	\$
7	STUDENT FIELD TRIP TO J.C. PENNEY IN BISMARCK <u>.55</u> mi. @ <u>.60</u>		33.00		
13	FALL DECA PLANNING CONFERENCE AT MINOT <u>91</u> mi. @ <u>.20</u>		18.20	10.25	15.00
14	FALL DECA PLANNING CONFERENCE AT MINOT <u>91</u> mi. @ <u>.20</u>		18.20	6.50	
	TOTALS		\$69.80	\$16.75	\$15.00

Presented by:

John Cleveland
(Instructor's Signature)

Total Cost \$101.55

Check Number 437

Date 7/26/79

Approved by:

Amanda Hansen
(School Official)

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REIMBURSABLE TRAVEL AND SERVICE EXPENSE
REPORT VEA 19.3

STATE BOARD FOR VOCATIONAL EDUCATION

I. Number of Meetings With:

High School	Adult Classes	Other
CURRENT MONTH		
TOTAL SINCE JULY 1		

II.

Month of _____, 19____
School _____
Service Area _____

III.

Number of Visits To:

Day School Students	Adult Students	Other
CURRENT MONTH		
TOTAL SINCE JULY 1		

IV. TRAVEL AND ACTIVITIES IN CONNECTION WITH LOCAL PROGRAM

DATE	PERSON AND/OR PLACE VISITED AND PURPOSE	Maximum Cost Allowed	Cost for Mileage 20¢ or 40¢	Cost for Meals \$11.00	Cost for Lodging \$20.00
		mi. @ .	\$	\$	\$
		mi. @ .			
		mi. @ .			
		mi. @ .			
		mi. @ .			
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		mi. @ .			
TOTALS			\$	\$	\$

Presented by: _____
(Instructor's Signature)

Total Cost _____

Check Number _____ Date _____

Approved by: _____
(School Official)

FORMS AND AGREEMENTS

Keeping an employee informed of the quality of his performance is a vital motivating force. The vocational student is doubly interested in his evaluation because it lets him know how his boss thinks he is doing on the job as well as giving him an indication of how much progress he is making toward accomplishing his occupational objective.

To help make this evaluation, the sponsor is asked to complete the evaluation form at least once each grading period throughout the school year. The coordinator will discuss the items rated and the rating itself with the sponsor and will take the rating into consideration to issue a grade to the student-trainee for the grading period.

The evaluation form is used to measure the student's general performance on the job and the competencies the employer has agreed to evaluate for the specific grading period. These competencies will be different for each grading period. They will include new competencies agreed on by the coordinator and training sponsor (training plan) or they may include some of the previously evaluated competencies where the student did not perform well. The coordinator may also ask that you give the student a final evaluation on all competencies again at the end of the year for a final grade.

The sponsor, coordinator, and student-trainee benefit from meaningful, periodic evaluations. By objectively taking stock of the vocational student's performance, the sponsor reviews performance and gains an insight into the training and job assignments which will stretch the student-trainee's capacity and help make him a more productive employee. The coordinator gains informa-

tion concerning what learning experiences need to be stressed in the classroom, and the student-trainee receives a shot in the arm by knowing what the boss thinks of him as well as finding out what he must do to improve.

If the most benefit is to be gained from the evaluation process, the following tips need to be followed:

1. Rate student-trainee fairly on each characteristic.
2. Avoid letting overall opinions and feelings about the student unduly influence the rating given.
3. Always inform the student-trainee about the rating and explain how he can improve in the future.
4. Avoid rating all characteristics high or low because of a general impression taken from overall performance.
5. Keep the vocational student informed of progress made over the previous evaluation.
6. Compliment student-trainee on good performance and offer specific means for improvement where needed.
7. Give student-trainee every chance to succeed. Avoid letting poor performance in one instance overshadow success in others.

As part of the orientation the teacher-coordinator should cover the evaluation form that will be used for student evaluations.

Task Analysis, Training Plans, and Training Agreements

In order for a cooperative vocational program to merit the intended goals and objectives, each student must have a training plan for their on-the-job training.

Anyone involved in cooperative education has heard some coordinators say "training plans take too much time," or "employers don't like to be bothered with them," or "I don't need them because I know what's going on at the job." In actuality, the training plan is the "backbone" of a cooperative vocational program.

Task Analysis

In order to construct an effective, realistic training plan, a task analysis of the job in which the student will be placed is necessary. Keep the student's career objective in mind as the determining factor for specific tasks to be accomplished on the job.

Task analysis does not have to be difficult or a frightening element to the coordinator. Many occupational task analyses are available through instructional materials laboratories, commercial printing houses, and state departments of education. If no other sources are available for a particular occupation, the coordinator in a short period of time with the employer should complete a task analysis. A task analysis is simply a total list of attitudes, knowledges, and skills one needs to know or have an understanding of in order to perform that job.

Included on the following pages are examples of task analysis of occupations that the student may be involved with in various cooperative education programs.

AUTO MECHANICS *

1. Raise Automobiles with Lifts and Hoisting Equipment

2. The Engine and Exhaust Systems

Measure main bearing clearance with platigage and shim stock methods.

Diagnose engine trouble.

Remove and clean cylinder head.

Remove ring ridge on cylinder walls.

Remove and install pistons.

Remove, fit and install piston rings.

Remove and install connecting rods.

Remove and install crankshaft.

Inspect and replace vibration damper.

Remove and install camshaft.

Remove and replace camshaft.

Replace seals with heads on.

Adjust valves on a valve-in-head engine.

Remove and replace valves.

Grind valves and valve seats.

Remove and replace timing chain or gears.

Remove and replace valve seats.

Inspect, and repair rocker arms.

Inspect, clean and/or replace hydraulic valve lifters.

Measure engine compression and vacuum.

Remove and replace exhaust manifold.

Remove and replace mufflers.

Diagnose, remove and replace collapsed pipes.

3. Emission Control

Test an emission control system against federal standards.

Service crankcase emission control.

Diagnose troubles in emission systems.

Analyze exhaust gas.

Inspect controlled spark advance circuit.

4. Fuel System

Remove and replace fuel.

Diagnose fuel system trouble.

Test and repair (replace) damaged or clogged fuel lines or filters.

Test, remove and replace mechanical fuel pumps.

Test, remove and replace electric fuel pumps.

Disassemble and assemble carburetor.

Adjust carburetor idle speed fuel mixture.

Inspect and/or replace dishpot or throttle check.

Check, repair and adjust choke.

Clean or install air cleaner or filter.

Inspect and repair manifold heat.

Diagnose troubles, remove and replace fuel gauges.

*This is a task analysis identified by industry and includes competencies employees must have to perform the job effectively.

5. Cooling System

- Inspect, test and install thermostat.
- Pressure test cooling system for leaks.
- Remove and replace radiator.
- Test pressure radiator cap.
- Test, remove and replace water pump.
- Test, remove and replace temperature gauge.
- Test antifreeze freezing point.
- Test and replace water hoses and clamps.
- Test and repair hot water heater.
- Clean and repair cooling system.
- Inspect and/or replace variable drive fan.

6. Electrical and Tune-Up

- Test battery for specific gravity of electrolyte.
- Measure battery voltage.
- Test and repair remote controlled cranking motor.
- Test, adjust and replace voltage regulator.
- Test and repair alternators and generators.
- Test and replace ignition coil.
- Test, repair and replace distributor.
- Test, replace and adjust head lamps.
- Test, repair and replace wiring and switches.
- Test and repair heater and defroster units.
- Tune-up the engine.
- Diagnose electrical system troubles.

7. Engine Lubrication

- Diagnose lubrication trouble.
- Test and repair oil pump.
- Test and repair relief valve.
- Inspect, clean and replace oil filter.
- Change engine oil.

8. Power Train

- Inspect and adjust clutch.
- Diagnose clutch troubles.
- Test, remove, repair and replace clutch.
- Inspect, repair and adjust gearshift mechanism and linkage.
- Remove, inspect, overhaul and replace transmission.
- Diagnose manual transmission trouble.
- Remove, repair and install overdrive.
- Diagnose overdrive trouble.
- Remove, inspect and replace automatic transmissions.
- Inspect and replace torque converter.
- Diagnose troubles and service automatic transmissions.
- Inspect, remove and replace universal joints.
- Remove, repair and replace drive line.
- Remove and replace axle shaft and bearings.
- Remove and replace differential carrier assembly.
- Diagnosing rear axle and differential troubles.
- Disassemble and assemble differential.
- Remove and replace ring gear, pinion, carrier bearings, and pinion bearing.

9. Suspension, Steering and Lubrication

Inspect, remove, repair and replace leaf springs.
Inspect, remove and replace coil springs.
Remove, replace and adjust torsion bar suspension.
Remove, repair and replace hotchkiss.
Inspect, adjust, remove and/or replace shock absorbers.
Test for wheel alignment.
Inspect and correct steering axis inclination.
Disassemble and assemble front suspension system.
Diagnose front axle and steering system trouble.
Diagnose and repair power steering system.
Remove and replace tires.
Diagnose tire trouble and repair.
Correct wheel run-out and wheel balance.
Align front end.
Remove, replace and repack front wheel bearings.

10. Brakes and Brake Service.

Inspect and install brake components.
Diagnose and repair brake components.
Inspect, turn or replace brake drum.
Bleed hydraulic brake system.
Repair hydraulic brake line or tubing.
Test, repair and adjust vacuum booster brakes.
Test, repair and adjust parking brake.
Check, diagnose and repair disc brake systems.
Turn brake discs.

11. Ventilation, Heating and Air

Diagnose and repair heater and defroster troubles.
Test air conditioning system for leaks and charge system with freon.
Test and repair air conditioning system.
Test and repair automatic temperature control systems.

12. Body Service, Door Locks, Window Lifts, Regulators.

Test and repair door locks and springs for locks.
Diagnose and repair window lift and regulator troubles.

13. Auto Repair Business

Report injuries and administer first aid.
Select appropriate tools required to operate shop.
Maintain inventory of parts and equipment.
Greet and approach customers.
Establish Prices.
Keep records and make reports.

BUILDING CONSTRUCTION

1. Principles of Surveying
 - Set up and level a transit-level.
 - Lay out building lines.
 - Erect batter boards.
 - Locate exact building lines.
2. Concrete Forms and Form Ties
 - Construct forms for foundation walls.
 - Build forms for concrete floors and walks.
 - Erect monolithic forms.
 - Providing for openings in concrete walls.
 - Construct forms for concrete steps.
 - Suspend anchor bolts.
3. Brace and Align Form
4. Install Reinforcement
5. Mix Concrete
6. Placing Concrete
 - Prepare for placement of concrete.
 - Place concrete.
7. Finish Concrete Slabs
8. Install Control Joints
9. Waterproof a Structure
10. Take Measurements with a Rule or Tape
11. Lay out and Cut Square Stock
12. Drive, Set and Draw Nails
13. Construct a Single or Double Pole Scaffold
14. Floor Framing
 - Cut and install sills.
 - Lay out sills and girders for joist spacing.
 - Position and nail joists.
15. Bridging
 - Lay out bridging.
 - Cut bridging.
 - Install wood and metal cross bridging.
16. Install Headers and Trimmers

17. Subflooring
 - Align joists.
 - Install plywood subflooring.
 - Install subflooring at right angles and diagonally to joists.
18. Construct Corner Posts
19. Studs and Plates
 - Align, plumb and brace walls.
 - Secure exterior walls.
 - Lap and secure plates.
20. Frame a Rough Door and Window Opening
21. Lay and Frame Partition
22. Ceiling Joists
 - Secure joists to beams.
 - Lay out ceiling joist.
23. Cut and Erect Ridge Board
24. Common Rafters
 - Step-off rafter length.
 - Lay out common rafters.
25. Hip Rafters
 - Frame hip rafters at the plumb cut.
 - Cut a hip rafter.
 - Secure a hip rafter to a plate.
 - Back for a hip rafter.
26. Valley Rafters
 - Lay out a valley rafter.
 - Cut a valley rafter.
27. Jack Rafters
 - Lay out a jack rafter.
 - Cut a jack rafter.
 - Erect a hip jack or valley jack rafter.
28. Cornices
 - Frame lookant.
 - Install a return cornice.
 - Install a fascia.
29. Roof Trusses
 - Construct a roof truss.
 - Erect a roof truss.
30. Flashing
 - Install flashing in different places.
 - Apply counter flashing.

31. Apply 3-tab Square Butt Asphalt Composition Shingle
32. Install Sewer Systems
33. Install Vents in Prepared Structural Openings
34. Splice and Solder Electrical Wire
35. Service Equipment and Calculations
 - Install the service cap.
 - Install service conduit.
 - Install the watt-hour meter socket
 - Install service panel.
36. Wiring Convenience Devices
 - Install junction, switch and outlet boxes.
 - Install cable or conduit for branch circuits.
 - Wire interconnections between receptacles, switches and lights.
37. Condensation Control
 - Install ventilation.
38. Apply Horizontal and Diagonal Wall Sheathing
39. Install Insulation in Walls and Ceiling
40. Interior Walls and Ceiling
 - Install wall paneling.
 - Install wallboard.
41. Finish Flooring
 - Install tongue and grove wood strip flooring.
 - Lay floor tile.
42. Door Frames and Casing
 - Install conventional frames.
 - Install door jamb.
 - Install door casings.
43. Doors and Door Hardware
 - Install door hinges.
 - Fit and hang door.
 - Install door stop.
 - Install a mortise door lock.
44. Windows
 - Construct window frames.
 - Install window frames.
 - Fit and hang sash.
45. Interior Molding and Trim
 - Install window trim.
 - Install interior trim and baseboard.

BASIC ARC WELDING

1. Basic Arc Welding

Identify various types of DC welding equipment.
Select and prepare a lead for use on arc welders.
Install lugs on welding leads.
Insert an electrode into the holder.
Identify electrodes.
Set up DC arc welding equipment.
Inspect DC arc welding equipment.
Adjust the amperage and/or voltage on the DC welding machine.
Select and insert the proper electrode for the welding application.
Strike and establish an arc.
Run a bead in flat position.
Restart and run a continuous bead in flat position.
Weave and pad in flat position.
Chip and clean a welding bead.
Set up and prepare five basic types of weld joints.
Make a lap weld in flat position (single and multiple pass).
Make a flat butt weld (square and vee).
Make an inside and outside corner joint weld in flat position.
Make a T-joint weld in flat position (single and multiple pass).
Make a plug weld in flat position.
Run a vertical bead.
Weld a butt joint in vertical position (up and down).
Weld a lap joint in vertical position (up and down).
Make a fillet weld in vertical position (up and down).
Weld an outside corner joint in vertical position (up and down).
Run a horizontal bead.
Weld a butt joint in horizontal position.
Weld a lap joint in horizontal position.
Make a fillet weld in horizontal position.
Run overhead beads.
Make overhead fillet beads.
Make overhead butt welds.
Identify various types of arc welding.
Set up AC arc welding equipment.
Inspect AC arc welding equipment.
Adjust the current setting for AC.
Select and insert AC electrode in holder.
Strike and establish an alternating current arc.
Run a bead in flat position.
Restart and run a continuous bead in flat position.
Weave and in flat position.
Chip and clean a weld bead.
Make a flat butt weld (square and vee).
Make an inside and outside corner joint weld in flat position (single and multiple pass).
Make a T-joint weld in flat position (single and multiple pass).
Make a plug weld in flat position.
Run a vertical bead.
Weld a butt joint in vertical position (up and down).
Weld a lap joint in vertical position (up and down).
Make a fillet weld in vertical position (up and down).
Weld an outside corner joint in vertical position (up and down).
Run a horizontal bead.

Weld a butt joint in horizontal position.
 Weld a lap joint in horizontal position.
 Make a fillet weld in horizontal position.
 Run overhead beads.
 Make overhead fillet welds.
 Make overhead butt welds.
 Install and adjust a carbon electrode in a single arc torch.
 Install and adjust carbons in a twin electrode arc torch.
 Strike, establish and extinguish.
 Run a weld bead with the twin electrode arc torch.
 Perform a brazing operation using the twin electrode arc torch.
 Run a weld bead using the single carbon arc torch.
 Perform a soft soldering operation using the single carbon carbon arc torch.
 Run a weld bead on copper using the long arc method.
 Hard surface metals by the carbon arc process.
 Perform a cutting operation by the metallic electrode arc cutting process.
 Perform a gouging operation using the metallic.
 Pierce a hole in steel plate using metallic electrodes.
 Perform a cutting operation using the air carbon-arc cutting process.
 Cut cast iron using the single carbon arc torch.
 Perform a gouging operation using the single carbon arc torch.
 Perform a cutting operation using the air carbon-arc cutting process.
 Perform a gouging operation using the air-carbon arc cutting process.
 Make a cut using the oxygen-arc cutting method.
 Perform a gouging operation by the oxygen-arc cutting method.
 Perform an arc welding operation on alloy steel.
 Perform an arc welding operation of low carbon alloy steel.
 Perform an arc welding operation on chromium steel.
 Perform an arc welding operation in chrome-nickel molybdenum steel.
 Perform an arc welding operation on low carbon molybdenum steel.
 Perform an arc welding operation on chrome-moly steel.
 Perform an arc welding operation on tool and die steels.
 Perform an arc weld on galvanized steel.
 Perform an arc welding operation on stainless steel.
 Perform an arc welding operation on maraging nickel steel.
 Perform an arc welding operation on cast iron.
 Perform an arc welding operation on wrought and cast aluminum.
 Perform an arc welding operation on copper.
 Perform an arc weld on brass.
 Perform an arc weld on bronze.
 Perform an arc weld on a pipe joint.
 Perform an arc weld on a tube joint.
 Run a single hard surfacing bead on a metal to be surface.
 Run adjacent hard-surfacing beads on a metal to be surfaced.
 Superimpose weld beads over other hard-surfacing materials.
 Build-up a shaft by manual arc metal surfacing process.

2. Inert Gas Arc Welding

Set up TIG welding equipment.
Calculate and adjust current and gas flow.
Prepare metals or joints for welding.
Strike and establish an arc.
Run a bead in flat position.
Weave and pad in flat position.
Make a lap weld in flat position.
Make a flat bud weld.
Run a vertical bead.
Make a vertical fillet weld.
Make a vertical butt weld.
Make corner and edge welds.
Run horizontal beads.
Make a horizontal Tillet weld.
Make a horizontal butt weld.
Run an overhead bead.
Make an overhead Tillet weld.
Make an overhead butt weld.
Weld aluminum in flat position.
Weld carbon and low-alloy steels in flat position.
Set up gas metal-arc welding.
Perform all positions of MIG welds as listed in TIG welding.
Set up and perform all types of welds as was done for MIG and
TIG welding.
Make a spot weld.
Pierce a hole.

3. Resistance Welding

Prepare metals for spot welding.
Set-up electric resistance welding.
Clamp metals and adjust electrode pressure.
Make spot weld.

4. Inspecting and Testing Welds

Make a visual weld inspection.
Make a bend test on a weld joint.

As seen by the examples, a task analysis can be completed before contacting the industry representative. Industrial output can be used to validate and add or delete functions rather than having them start from scratch.

Training Plans

After the task analysis has been secured, the training plan can be constructed. Training plans provide a road map of learning not only on the job, but also serve as a guide for the related class instruction both group and individualized. Training plans should be used as the basis for both student evaluation and training station evaluation.

Following are examples of training plans. As the teacher-coordinator works with training plans, they will find no one format better than another. Training plans are like lesson plans, and each individual has their own preference; however, one thing coordinators do agree on is the importance of well designed and used training plans.

Additional samples of training plans may be found in the North Dakota publication: Cooperative Education Training Plans and Training Agreements, August 1980, published by the North Dakota State Board for Vocational Education, 900 East Boulevard, Bismarck, ND 58501.

COOPERATIVE OCCUPATIONAL EDUCATION

TRAINING PLAN

Name of Trainee Janet Williams Date Sept. 19, 19--
 Name of School Midville High School
 Trainee's Career Objective Grocery Store Management
 Training Station Olson's IGA Foodliner, Checker Cashier
 Training Sponsor (1) Mr. Ralph Olson (2) _____

Evaluation Scale

1. No Progress 3. Adequate Progress
 2. Little Progress 4. Advanced Progress

Learning Experiences	Planned Date (Qtr)	Evaluation			
		1st Qtr	2d Qtr	3d Qtr	4th Qtr
Record time of arrival, lunch breaks and time of departure.	1				
Place personal property in designated area.	1				
Read notices and bulletin board.	1				
Note all sale items.	1				
Note special events.	1				
Note announcements of policy change, special store hours, company parties, etc.	1				
Check personal appearance such as hair, tie, lipstick.	1				
Prepare work area.	1				
Dust fixtures, merchandise, and work area.	1				
Clean up around register and wrapping counter.	1				
Obtain supplies and equipment needed such as salesbook, pencil, merchandise bags, wrapping supplies.	1				
Greet customer cheerfully.	1				
Place merchandise on counter.	1				
Arrange items according to store policy.	1				
	63				

Learning Experiences	Planned Date (Qtr)	Evaluation			
		1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
Be especially careful of breakable and easily damaged items, i.e., eggs, bottles, tomatoes, fresh fruit, etc.	1				
Start conveyor.	1				
Advise customer on spec 1 promotional merchandise.	1				
Ring up order.	1				
State out loud the amount of each item.	1				
Punch amount of each item into the cash register.	1				
Subtotal taxables.	1				
Add.	1				
Total order.	1				
State out loud the total amount of the order.	1				
Follow proper change making procedures.	1				
Accept checks and approve according to company policy.	1				
If used give premium stamps to customer.	1				
Collect and record coupons.	1				
Thank customer.	1				
Report any improper markings or illegible stampings on merchandise.	1				
When carry-out boy is not available, put customer's merchandise into proper sized bags.	1				
Maintain knowledge of store layout to direct customers.	1				
Put empty bottles into proper racks.	1				
Learn duties of head cashier.	3				
Cash checks for individuals.	3				
Read registers.	3				
Check register tapes in case of discrepancy.	3				
Make up a payroll.	4				
Train new checkers.	4				

TRAINING PLAN AND PROGRESS RECORD FOR AUTO MECHANICS¹

Student's Name

Training Station

Study Guide

Check Operations That Apply	JOB TRAINING	Observed	Helped	Performed	Grade	RELATED INFORMATION	Assignment No.	Date Started	Date Completed	Grade
	INTRODUCTION TO AUTO MECHANICS					Importance of automobiles in modern society	1			
						Nature of and opportunities in auto-repair business	1			
						Sources of auto-repair information	1			
						Development and expansion of auto-repair business	1			
						Things to consider before entering auto-repair business	1			
						Automobile component parts	2			
						Automobile design	2			
	THE ENGINE					Auto-repair hand tools	3			
						Shop hazards and safe practices	3			
						Physical principle involved in engine operation	4			
						Methods of measuring engine efficiency and output	4			
						Engine measurements	4			
						Types of engines used in automobiles	4			
						Engine valve arrangements	4			
						Engine mountings	4			
						Engine components	4			

¹Ohio Trade & Industrial Education Service, Instructional Materials Laboratory, Columbus, Ohio.

Check Operations That Apply	JOB TRAINING	Observed	Helped	Performed	Grade	RELATED INFORMATION	Assignment No.	Date Started	Date Completed	Grade
						Engine operation	4			
						Cylinder block design and function	5			
						Crankcase design and function	5			
						Cylinder head design and function	5			
						Types and purposes of gaskets	5			
						Construction and function of oil pan	5			
						Function of exhaust manifold	5			
						Construction and purpose of muffler	5			
						Function of intake manifold	5			
						Crankshaft design and function	5			
						Types of crankshaft bearings	5			
						Function of engine flywheel	5			
						Connecting rod design and function	5			
						Design and function of pistons and piston rings	5			
						Camshaft operation and function	5			
						Design and function of valves and valve mechanisms	5			
						Importance of proper valve timing	5			
34. Steam clean						Maintenance to be performed on cylinder heads	6			
35. Remove, clean, and replace cylinder head										
36. Install gaskets										
37. Remove ring ridge on cylinder walls										
38. Check cylinder walls for trueness										
39. Refinish cylinder walls										
40. Remove and install pistons						Methods of servicing pistons; precautions to be considered	6			
41. Fit pistons										

Training Agreement and Student Reports

The teacher-coordinator must make a continuous effort to maintain a training emphasis in cooperative vocational education programs. This is partly achieved through the use of the training agreement. The training agreement is a written statement of the training commitment which is expected of each of the parties involved, the employer, the school, the student, and the parent. This agreement should be developed jointly by the teacher-coordinator and employer and should be signed by the student, parent, employer, and the teacher-coordinator.

A system of records and reports will keep the coordinator informed on all phases of program operation. A number of records and reports are required for regular program operation while others provide the background information that lead to good management techniques.

Required records include such things as daily work reports, training agreements, employer rating sheets, training plans, annual reports, and follow-up information concerning graduates. Informational records include such things as student applications, community survey information, and student achievement records.

Additional samples of training agreements may be found in the North Dakota publication: Cooperative Education Training Plans and Training Agreements, August 1980, published by the North Dakota State Board for Vocational Education, 900 East Boulevard, Bismarck, ND 58501.

COOPERATIVE OCCUPATIONAL EDUCATION - TRAINING AGREEMENT

By this agreement the _____ will permit
_____ (Training Agency)
_____ (Student) to enter its establishment, as a cooperative
vocational student, for the purpose of securing training and knowledge in
_____.
(Occupation)

All persons concerned jointly agree to the following conditions:

1. That the training will extend from _____, 19__ to _____, 19__.
2. The student will receive \$_____ per hour. This rate will be adjusted as the student becomes a more valuable employee.
3. That the student and the training agency will have a probation period of _____ weeks. At the end of this period, the training agency, student or coordinator may terminate this agreement.
4. The student will divide his time: In school _____, On-the-job _____.
5. The student will be supervised by: In school _____, On-the-job _____.
6. The school will make provision for the student to receive related and technical instruction in the above occupation.
7. The training during the laboratory period shall be progressive. It shall provide for the student's passing from one job to another in order that the student may become proficient in the different phases of the occupation.
8. All complaints shall be made to and adjusted by the coordinator.
9. The coordinator shall have authority to transfer or withdraw the student at any time.
10. The student promises to abide by all implied and stated terms included in this memorandum. The student shall be bound during the occupational experience by the ordinary school regulations. The parent or guardian shall be responsible for the conduct of the student while in training.
11. This agreement may be terminated upon mutual consent of all parties.

SIGNED:

(Employer)

(Student)

(Coordinator)

(Parent or Guardian)

EXAMPLE OF STUDENT ENROLLMENT RECORD

Enrollment Record School Year 19__ - 19__

COOPERATIVE OCCUPATIONAL EDUCATION

Student _____ Trainer _____
 Date of Birth _____ Age _____ Training Station _____
 Year in School _____ Address _____
 Parent _____ Phone _____ Ext. _____
 Address _____ Phone _____ Occupation _____
 Social Security No. _____ Visitation Time _____

DAILY SCHEDULE OF SCHOOL AND OF WORK

Period	Class	Room	Teacher
H.R.	_____	_____	_____
1st	_____	_____	_____
2nd	_____	_____	_____
3rd	_____	_____	_____
4th	_____	_____	_____
5th	_____	_____	_____
6th	_____	_____	_____

Time leaving school: _____

Time at training station: Arriving _____ Leaving _____

Method of transportation to training station _____

Special conditions: _____

SUBJECT	REPORT CARD COPY					
	1st	2nd	SEM	3rd	4th	SEM
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

EXAMPLE OF STUDENT'S WEEKLY PRODUCTION RECORD FORM

Week of _____ to _____

19 _____

Trainee's Name _____ Company _____

Soc. Sec. No. _____ Wages Per Hr. \$ _____ Hrs. Worked _____ Total \$ _____

What problems came up on which you would like my help? _____

What problems came up on which you would like class discussion? _____

What new jobs or procedures did you learn this week? _____

What difficulties did you encounter or what mistakes did you make? _____

How did you handle the situation? _____

What was the most interesting incident or experience you had this week? _____

List below other comments concerning your work or the class procedures:

Training Sponsors Initial

Trainee's Signature

**WEEKLY TALLY SHEET
OF
ON-THE-JOB TRAINING**

DAY	JOB PERFORMED	HOURS ON THE JOB	TOTAL HOURS FOR DAY
MON.		From _____ to _____	
TUES.		From _____ to _____	
WED.		From _____ to _____	
THURS.		From _____ to _____	
FRI.		From _____ to _____	
SAT.		From _____ to _____	
TOTAL HOURS FOR THE WEEK			
RATE PER HOUR			
GROSS AMOUNT EARNED FOR WEEK			

Signed _____

STUDENT LEARNER'S WEEKLY EMPLOYMENT RECORD

From _____ To _____ 19__

NAME _____ EMPLOYING FIRM _____

STORE OWNER OR SPONSOR _____

Day	Department	Hours Worked	Total Hours	Rate	Total Earnings
Monday	_____	_____	_____	_____	_____
Tuesday	_____	_____	_____	_____	_____
Wednesday	_____	_____	_____	_____	_____
Thursday	_____	_____	_____	_____	_____
Friday	_____	_____	_____	_____	_____
Saturday	_____	_____	_____	_____	_____
Sunday	_____	_____	_____	_____	_____
TOTAL FOR WEEK			_____	_____	_____

- A. Summarize your work experience for this week:
- B. Describe any new jobs, methods or procedures that you learned on the job this week:
- C. Describe any mistakes you made this week and how they were handled:
- D. Describe the most interesting experience or incident you had this week:
- E. Describe any problems encountered on the job that you would like more help with or would like to discuss in class:
- F. Suggest ways to improve (a) on-the-job experience, (b) class activities and procedure:

(If more space is needed for any of the above, use the other side)

Due Monday of Each Week

Name _____ Date _____

Date	Firm	Purpose

Number of students visited _____ Number of firms visited _____
Students in cooperative program _____ Number employed _____

REMARKS :

EXAMPLE OF MONTHLY COORDINATORS REPORT

MONTHLY REPORT OF COOPERATIVE

COORDINATOR'S ACTIVITIES

FOR LOCAL USE ONLY

NAME OF SCHOOL _____		MONTH _____ 19 _____	
Date	Code	Student's Name and Occupation	Comments Describing Activities

COORDINATOR _____ MILEAGE FOR MONTH _____

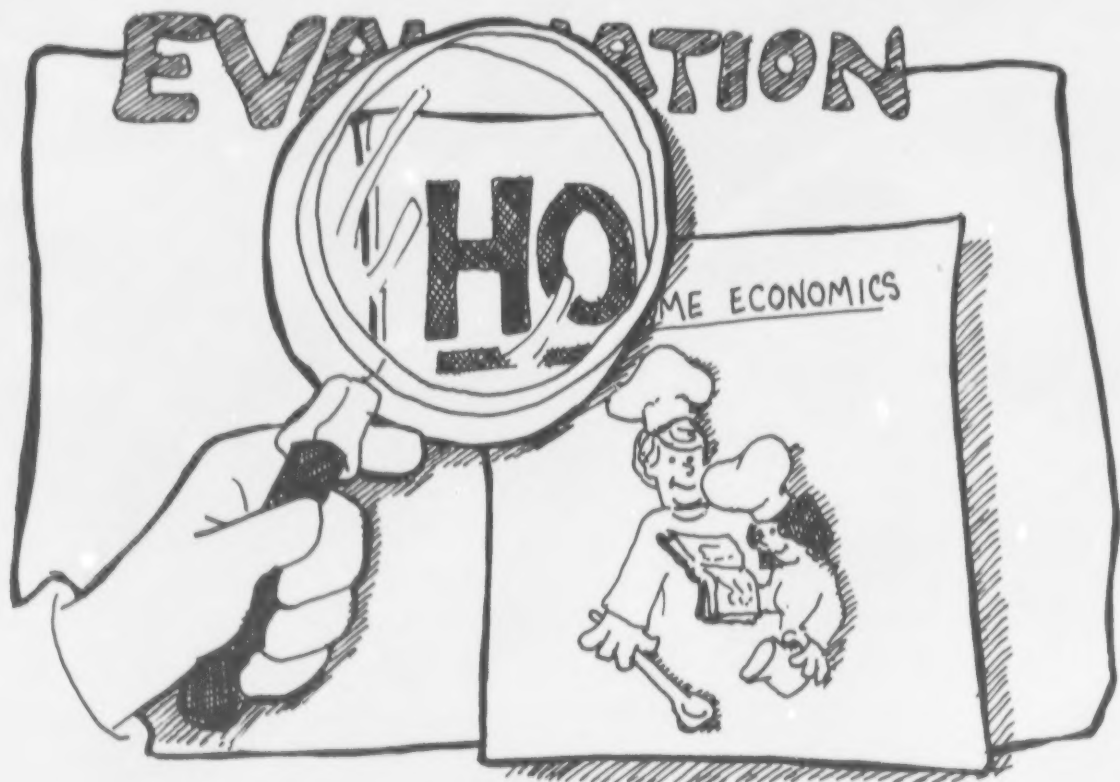
CODE

1. Coordination 2. Instructional Materials 3. Promotional 4. Public Relations 5. Guidance
 6. Administrative Contacts 7. Advisory Committee Activities 8. Club 9. Labor-Management
 10. Home Visitation 11. Other

EVALUATION

Evaluation of the student, training station, coordinator, and the program is a must if vocational education is to be relevant, realistic, practical and effective. The rules and regulations for implementing the 1976 Educational Amendments Part II, Vocational Education, requires that each vocational education program receiving federal support must be evaluated at least once every five years. The instrument currently being used in North Dakota includes a section on Cooperative Occupational Education. A copy of that page is included for your information.

Many programs are also evaluated on an annual basis with the emphasis on accountability. Vocational education should be a forerunner in program evaluation. There are several possible forms that can be used in the evaluation process. Copies are included on pages 76-84.



COOPERATIVE OCCUPATIONAL EDUCATION

STUDENT APPRAISAL

Form 1

Name _____ Phone Number _____
 Last First Middle

Address _____
 Street or Box City State Zip

Male _____ Female _____ Single _____ Married _____

Parent or Legal Guardian _____

Address _____
 Street or Box City State Zip

What occupation were you trained for in high school? _____

How many years of high school vocational training did you receive? _____

How many months of cooperative vocational education training did you have? _____

What was the name of business(s) in which you received your cooperative vocational training?

Name of Business

Location

*Please rate the training you received during the vocational training program.

	<u>Excellent</u>	<u>Adequate</u>	<u>Poor</u>
Ability of instructors to teach the course	_____	_____	_____
Advice and help from counselors	_____	_____	_____
Adequacy of lab or shop facilities	_____	_____	_____
Adequacy of classrooms	_____	_____	_____
Textbooks and instructional material	_____	_____	_____
Practical application of training to job	_____	_____	_____
Over-all training program	_____	_____	_____

*Please indicate how effective you feel the cooperative vocational education program has been in improving your personal development.

	<u>Excellent</u>	<u>Adequate</u>	<u>Poor</u>
Increased achievement level	_____	_____	_____
Improved employment status	_____	_____	_____
Improved leadership ability	_____	_____	_____
Improved educational opportunities	_____	_____	_____
Increased occupational aspirations	_____	_____	_____
Improved occupational skill	_____	_____	_____

*Please rate your cooperative on-the-job experience.

	<u>Excellent</u>	<u>Adequate</u>	<u>Poor</u>
Assistance received from the teacher-coordinator	_____	_____	_____
Supervision received from employer	_____	_____	_____
On-job experiences	_____	_____	_____
Working conditions	_____	_____	_____
Help received from other employees	_____	_____	_____
Wages received	_____	_____	_____

*How much did the training program help you to: (Indicate one opinion for each)

	<u>Great Deal</u>	<u>Some</u>	<u>Little or None</u>
Prepare job application	_____	_____	_____
Job interviews	_____	_____	_____
Find a job	_____	_____	_____
Technically qualify for a job	_____	_____	_____
Understand employment problems	_____	_____	_____
Work with other people	_____	_____	_____
Adjust to work responsibilities	_____	_____	_____
Know your abilities and interests	_____	_____	_____
Understand technical information	_____	_____	_____
Prepare for further training	_____	_____	_____

Record of Employment After High School

Year	Type and Description			
	Full-Time Job Title	Nature of Work	Part-Time Job Title	Nature of Work

Activities After High School

Year	Civic Activities			Professional Activities		
	Organization	Office Held	Other Responsibilities	Organization	Office Held	Other Responsibilities

STUDENT EVALUATION FORM
Form 2

Training Station _____
Job Title _____
Student _____
Period _____

Scoring Key
5 points-outstanding
4 points-good
3 points-average
2 points-only fair
1 point -poor

Workmanship	5	4	3	2	1
Attitude toward work	5	4	3	2	1
Social Habits	5	4	3	2	1
Human Relations	5	4	3	2	1
Personal Appearance	5	4	3	2	1
Dependability	5	4	3	2	1

Competencies to be Evaluated

_____	5	4	3	2	1
_____	5	4	3	2	1
_____	5	4	3	2	1
_____	5	4	3	2	1
_____	5	4	3	2	1
_____	5	4	3	2	1
_____	5	4	3	2	1
_____	5	4	3	2	1
_____	5	4	3	2	1
_____	5	4	3	2	1
_____	5	4	3	2	1
_____	5	4	3	2	1
_____	5	4	3	2	1
_____	5	4	3	2	1

Does the student show potential
for promotion? _____ Total Score _____

Student's most outstanding positive attribute?

Comments

Training Sponsor's Signature

EXAMPLE OF EMPLOYER EVALUATION FORM

Office Occupations

EVALUATION FORM FOR STUDENT-LEARNERS

School Dist. No. 113

STUDENT _____ FIRM _____

JOB SPONSOR _____ POSITION _____ DATE _____

The purpose of this rating sheet is fourfold: To help the trainee to know his weaknesses and improve himself; to aid the coordinator in meeting the needs of the individual student; to enable the coordinator to fill out the student's progress report; and to allow the employer to know the exact status of his employees so that he may help the trainee become more of an asset to the business.

INSTRUCTIONS: Please check the column that best applies in both of the sections that follow. It is recommended that the supervisor discuss the points that apply to the trainee.

Traits	Definitely Exceptional	Above Average	Average	Below Average	Poor	No Chance To Observe
Appearance						
Promptness						
Cooperation						
Sincerity & Dependability						
Interest & Attitude						
Courtesy & Tact						
Self-confidence						
Attendance						
Others:						

What traits of the trainee need improvement: _____

Work Habits & Abilities	Definitely Exceptional	Above Average	Average	Below Average	Poor	No Chance To Observe
Speed & amount of work						
Accuracy						
Follows directions						
Book & record keeping						
Typewriting activities						
Telephone usage						
Filing						
Shorthand						
Meeting public						
Spelling						
Working with figures						
Operating machines:						
Transcriber						
Switchboard						
Ten key adding						
Full key adding						
Comptometer						
Printing Calculator						

(continued)

Work Habits & Abilities	Definitely Exceptional	Above Average	Average	Below Average	Poor	No Chance To Observe
Rotary Calculator						
Bookkeeping machine						
Mimeograph						
Spirit duplicator						
Offset duplicator						
Others: (Please list)						

PLEASE CHECK THE GRADE OF WORK WHICH YOU FEEL THIS TRAINEE HAS DONE ON THE JOB.

Definitely Exceptional _____ Above Average _____ Average _____

Below Average _____ Poor or Unsatisfactory (Please comment) _____

What work habits or abilities of the trainee need improvement? _____

In what respects has the student shown definite improvement? _____

Confidential remarks and additional comments: (Use reverse side if necessary)

SECTION X: OCCUPATIONAL EXPERIENCE*****

A. Enrollment

1. Purposes of the occupational experience program are explained to parents and to students who are interested in enrolling in the program. ___ Yes ___ No
2. Such factors as personal interviews, cumulative records, student data questionnaires, faculty recommendations, etc., are considered when enrolling a student in the occupational experience program. ___ Yes ___ No
3. Special needs students may enroll in the occupational experience programs. ___ Yes ___ No
4. Students pre-register in the occupational experience program at least one semester prior to enrollment. ___ Yes ___ No
5. Scheduling of classes allows interested students the flexibility to enroll in occupational experience programs. ___ Yes ___ No
6. The number of students enrolled in the vocational area who participate in the occupational experience program is _____ (state number.) This number is _____ percent of students enrolled in this vocational program.
7. There is evidence of systematic on-site evaluation of each of these students. ___ Yes ___ No

B. Placement and Training Stations

1. Students are interviewed and are recommended for placement in a training station on the basis of maturity, personal traits, interests, abilities, and achievements. ___ Yes ___ No
- #### 2. An approved training agreement for each student enrolled in a cooperative program is on file. ___ Yes ___ No
- #### 3. An approved training plan between student, employer, school, and parents is being utilized. ___ Yes ___ No
4. In order to receive credit for occupational experience, each student must work an average of _____ hours per week.
5. Credit for occupational experience is awarded on the following basis: _____ number of hours worked for _____ number of credits.

***** This section does not apply to Industrial Arts, Consumer Homemaking and Guidance programs.

A copy of the training agreement and the training plan utilized should be available for review by the evaluation team members.

SECTION X: Cont. *****

6. Students enrolled in a cooperative vocational program are employed and compensated in accordance with Federal/State/Local laws.

____ Yes ____ No

C. Student and Program Evaluation

1. An individual file for each student containing a record of student progress on the job is maintained by the coordinator.
2. The employer evaluates students performance at the training station.
3. The coordinator is given adequate time to periodically visit with the employers and supervise the student at the training station. My/our contract includes _____ hours per week and/or _____ days of extended contract for these purposes.
4. A continual evaluation of the occupational experience program, which includes comments and suggestions from students, graduates, parents, and the advisory committee is made.

____ Yes ____ No

____ Yes ____ No

____ Yes ____ No

____ Yes ____ No

D. Related Instruction

1. A related class is offered in cooperation with occupational experience.
2. Instruction in the related class is correlated with the occupational experience received at the training station.
3. An attempt is made to individualize instruction through job analyses and training plans.

____ Yes ____ No

____ Yes ____ No

____ Yes ____ No

E. Comments and Recommendations

F. Evaluator's Comments and Recommendations

*****This section does not apply to Industrial Arts and Consumer Homemaking programs.

PUBLIC RELATIONS

Good public relations in cooperative education is more than getting the goodwill of people toward a program. The purposes, objectives, policies, procedures and other information about the work experience programs should be communicated to a variety of specific audiences through various media. In order to be effective the publicity and information should take into account the concerns of the audiences to be reached and the methods or media which will best convey the message to them.

Reaching Specific Audiences

Students. The students who can benefit from cooperative occupational education are frequently unaware they know that there is a program but do not understand its purpose or see how it is related to their immediate interests and personal development. All students in the school should have the opportunity to learn about the program and what it has to offer them. The publicity that is directed toward students should appeal to their interests and goals. Peer-group opinion is a critical factor in the way the program is perceived by students. The chance to enter a well-chosen career field, to learn an occupation and to assume an adult role should be emphasized rather than providing an opportunity to earn money or to escape the school environment. Regularly spaced publicity in the school and local papers, student presentations at auditorium and classroom meetings, vocational youth organization activities, and informative brochures and displays are effective in reaching students. Frequently students say they learned about cooperative vocational education from a friend who was enrolled in the program. Satisfied and successful cooperative education students are the one best advertisement the program can have.

Parents. Many parents have considerable influence on the students' choices of courses and educational plans. They, too, are frequently uninformed of the opportunities in work experience education, or they may have been misinformed about its purposes and values. Their most common misconception is that students who enroll in cooperative education cannot meet college entrance requirements. Parents not only want their children to have a good education, but to be part of the upper social strata in the school. In order to have the endorsement of parents, they must conceive the program as educationally sound and socially acceptable. Parents are reached through parent-teacher meetings, direct mail, space publicity in local papers, business and industry-sponsored meetings and publicity, and personal contacts with the coordinator in the community.

Faculty. Reaching the entire faculty is especially important because faculty members have a great deal of influence on student attitudes and interest in cooperative occupational education. Teachers evaluate cooperative education in terms of its educational values. They are concerned with student outcomes - behavioral changes, educational growth, and emotional maturity. Their perception of the program is acquired through their observations of students who are enrolled and their associations with the coordinator. Therefore, the coordinator must keep them informed of student progress, learning outcomes, and the results of follow-up studies showing how students benefited from their training. Other faculty members also enjoy knowing that their contributions to the development of students have had a bearing on their occupational adjustment and advancement; therefore, they should be recognized whenever possible. Communication with faculty members is accomplished through formal meetings and printed materials that acquaint them with the program and through day-to-day informal contacts with the coordinators and students enrolled in the program.

Administration. The administration, like the faculty, is interested in student outcomes-how students benefit from cooperative occupational education. They want to be kept informed of such matters as student achievements, placements, employer evaluations, and program activities. The coordinator keeps administrators informed by submitting statistical and written narrative reports periodically, and by inviting administrators to observe students at their training stations, in the classrooms, and at student youth organization functions. It is also essential that the administration learn from the coordinator what assistance the coordinator needs to expand and improve the program.

Employees. Workers in the community become involved in education through their contacts with the students in the training stations. It is essential that they understand and support the training effort. Organized labor groups, in particular, will be concerned about how cooperative education affects their members. Coordinators can establish good relations with employees and their labor organizations by enlisting their cooperation in the early planning stages and by giving recognition for their contributions to the program. When they conceive cooperative education as benefiting workers in their occupational fields their support is forthcoming.

Employers. The employers of the community must be well informed about cooperative occupational education in order to understand their responsibilities in it. In the past some well-meaning employers have been willing to employ students but have never understood the training and educational aspects of the program. Employers are always interested in finding good potential employees. The program publicity directed toward them should emphasize the benefits of working with the school to develop good workers. The personal contacts made by the coordinator are the most effective means of communicating with employers; however, they are also reached through printed mater-

ials, service club and trade association meetings, program activities such as the employer-employee banquets, and through newspaper publicity. Their participation in program planning, advisory committees, evaluation, and public relations activities helps to keep them informed and involved in the program.

Community Groups. In most communities there are numerous agencies, organizations, and civic groups which are concerned with community development and the educational opportunities available in their schools. They are often influential in establishing new curricula or in getting total community support for programs. It is very important that these groups are kept informed of cooperative occupational education and that they have a part in helping to develop a program suited to needs of individuals in the community. Members of professional organizations, welfare agencies and societies, service clubs, and other community groups welcome opportunities to have the coordinator and students speak about work experience education at one of their meetings. Coordinators can also develop good relations with community groups by judiciously participating in their organizations and their community improvement projects.

Media and Methods of Communication

Developing a Program Image Through the Students. The real test of the value of cooperative occupational education is the student outcomes. The program image is largely a reflection of what the program achieves in the personal development of the individuals who receive the training and instruction. Their job and school performance, their attitudes, and even their appearance communicate to others what the program can accomplish.

Employers judge the merits of the program by the success they have in developing satisfactory workers. Students talk about their experience in terms of satisfaction with their training and occupational status. The fac-

ulty and the school administration evaluate the program from their observations of student achievements and behavioral changes. Good or bad, student outcomes will shape the attitudes of all groups toward cooperative education.

The coordinator and the school capitalize on this intense interest in the students by giving visibility to their activities and achievements. The success stories of students are the kind of publicity that parents, students, employers, educators, and the community in general want to hear. Students' appearances before various groups in the community are usually much more effective than anything the coordinator can report. A good product - successful, satisfied students - is convincing evidence that cooperative education is a worthwhile venture.

Developing an Image through Teamwork. A good image of cooperative occupational education is achieved through the combined efforts of many individuals and groups. Satisfied employers, co-workers, faculty members, students and others who are convinced of the program's merits are much more effective in developing a program image than the coordinator's working alone in publicizing the program. The advisory committee can be helpful in reaching employers and in communicating the businessman's point-of-view about the program. Workers' interest in the program is stimulated by employer and labor organization communications with employees. Other teachers in the school create student interest by calling attention to the opportunities for occupational training. Parents and students are often reached through community groups which support the program.

Printed materials and letters bearing the endorsements of employers and other groups, in addition to those of school officials, emphasize the

cooperative feature of the program. Recognition of the contributions made by all groups to the vocational development of students is one of the most important means of maintaining the kind of teamwork that gives the program a good image.

Use of Communication Media. A planned schedule of public relations activities is more effective than impromptu attempts to publicize the program. Publicity should be a continuous process using a variety of media such as the following:

1. Local and school newspaper articles on student activities, program information, and success stories of students.
2. Fliers, brochures, and letters directed to parents, students, and employers.
3. Student presentations before student groups, service clubs, parent and faculty meetings, and employer and employee groups.
4. Coordinator presentations before similar groups.
5. Career clinics for students conducted by cooperative education students and participating employers.
6. Employer visits to the school and faculty field trips to business and industry locations.
7. Displays and exhibits of students' work and activities, in the school and in the community, and at fairs and conventions.
8. Coordinator's personal contacts with individuals who have interests and concerns related to the program.
9. Radio and television appearances by cooperative education students, employers, and coordinator.
10. Symposiums, seminars, and short training sessions for people in business and industry, conducted by the coordinator.

Public Relations Calendar. On the following page is a Public Relations Worksheet that may be used to provide a structured approach to public relations in your cooperative program,

PROMOTIONAL CALENDAR

JANUARY	FEBRUARY	MARCH	APRIL
MAY	JUNE	JULY	AUGUST
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
95			96

THE ROLE OF THE ADMINISTRATOR

The administrative organization of institutions which provide cooperative occupational education varies considerably with the size and type of school. In a small rural school, a coordinator may be directly responsible to the principal or the superintendent, but in a large system, a director or supervisor of vocational education or the principal may be the coordinator's administrative contact and source of authority.

No matter what the organizational structure is in a school, it is essential that a cooperative occupational education program has the full support of the top administrative body in the institution because of the inherent need for total community backing, and because of the line of authority needed in dealing with the State Board for Vocational Education on matters of financial support and supervision.

Definition

The role of the Director of Vocational Education was well defined in a concise description of his duties in the North Dakota State Plan for Vocational Education which stated:

The duties of the local director of vocational education programs shall include but not be limited to the following:

- Work cooperatively with local, state and federal agencies in developing local vocational programs
- Provide assistance to school administrators in initiating and operating vocational programs
- Keep the public informed about the vocational program
- Explain goals and scope of vocational education to school administrators and others
- Supervise vocational instructors
- Plan and prepare the annual vocational budget

- Translate community and manpower needs into meaningful vocational programs
- Provide for continuous evaluation of vocational programs
- Assist in the design and equipping of new facilities and/or programs
- Prepare or assist in preparation of annual and long-range goals of programs
- Plan and/or conduct in-service for vocational faculty
- Establish and utilize advisory committees for the vocational programs
- Maintain contact with employment agencies
- Promote coordinated program between vocational programs and other subject matter areas

The description of the role of the school principal could be divided into two major areas--the mechanical or organizational functions of the principal, and the role of developing a favorable climate or attitude toward cooperative occupational education.

The role of the principal in establishing a favorable climate and attitude for cooperative occupational education was discussed in an article in the Bulletin N.A.S.S.P. (1965). Dr. Barlow suggested that educators, particularly principals, need to improve their general knowledge and understanding of cooperative education and develop a clear picture of what the vocational education program is and where it fits in a comprehensive educational program. Dr. Barlow advocated that vocational education and cooperative education programs ought to be the primary goal of education and all teachers in the school should be contributing to the occupational preparation of youth. Dr. Barlow wrote that:

The school principal and his staff must look objectively at vocational education, must study the purposes and program of vocational education, and must check upon their attitudes about vocational education.

Extended Contract for Cooperative
Occupational Teacher-Coordinator

As the cooperative method of instruction dictates the close working relationship between the teacher-coordinator and industry the typical nine-month teaching contract is not sufficient to adequately operate the cooperative program. Many states have expanded the contract time for teacher-coordinators to 10 month contracts and some to 11 and 12 month contracts.

Ten month contracts are the most prevalent among cooperative programs. Following is a list of specific activities that should be conducted two weeks prior to school beginning and the two weeks immediately following the school year.

Two weeks prior to school beginning --

1. Placement of cooperative students. It is essential that the cooperative students be placed in a training station prior to school beginning. If students are not placed prior to school, not only is time a valuable quantity, students schedules are inflexible if they are not placed.
2. Development of new training stations and training of new sponsors.
3. Determine adult education needs for the first semester.
4. Organize curriculum materials around students curriculum only.
5. Interview students previously placed to determine relevance of OJT states and career objectives.
6. Develop program of work for advisory committee.
7. Develop PR calendar for the year.
8. Begin home visits
9. Check with placed students schedules to identify conflicts that may exist with work schedules.
10. Begin lesson plans for first semester.
11. Attend All-Service Vocational Conference.

12. Develop training plan for each student.
13. Set up program for the year to include adult classes.
14. Make out film requisition for the year.
15. Review new films.
16. Add to resource information card file.
17. Develop teaching aids.
18. Participation in August conference.
19. Conduct community survey to determine opportunities for student placement.
20. Arrange student interviews with cooperating employers.
21. Prepare for teacher training conference assignments.

Two weeks immediately following the close of school --

1. Conduct follow-up reports
2. Evaluate training stations utilized.
3. Determine adult program needs for summer.
4. Interview students for next year.
5. Review and order necessary supplies, equipment, and reference material.
6. Finalize public relations activities.
7. Evaluate advisory committee program of work.
8. Select and provide orientation for new advisory committee members.
9. Prepare final report for administration.
10. Contact new and continuous training stations for potential placements during summer and fall.
11. Examine the school record of each student.
12. Arrange work pattern for students who want to work during summer.

The lists provided are not intended to be all inclusive, but include activities necessary for a successful program.

THE ROLE OF THE GUIDANCE COUNSELOR

The role of the teacher-coordinator in a cooperative occupational education program has been fairly well established through research studies and accepted practices over the years. The role of the guidance counselor in this domain has not.

An examination into the role of the guidance counselor in vocational education can be accomplished by looking at the scope of guidance services offered. These guidance services have been defined in Vocational-Technical Terminology (1971) published by the American Vocational Association as:

Those activities which have as their purpose (1) helping pupils assess and understand their abilities aptitudes, interests, environmental factors and educational needs; (2) assisting pupils in increasing their understandings of educational and career opportunities; and (3) aiding pupils in making optimum use of educational and career opportunities through the formulation of realistic goals. These activities include counseling pupils and parents, evaluating the abilities of pupils, assisting pupils in personal and social adjustment, and working with other staff members in planning and conducting guidance programs (p. 32).

The California Guide for Work Experience Education (1972) stated that the guidance counselor should be expected to assist the teacher-coordinator of cooperative vocational education by:

- (1) Being knowledgeable about the various work experience education programs and the requirements and benefits of each.
- (2) Informing prospective work experience education students so that they will have a clear understanding of the advantages and requirements of programs.
- (3) Helping each students determine his aptitudes, interests, and abilities in relation to work experience education programs and his career plans.
- (4) Ensuring that an up-to-date career guideline information system for student, faculty, and counselor use is maintained.
- (5) Aiding in keeping a realistic limit on the number of students enrolled to protect the quality of programs.
- (6) Allowing the employer and work experience education coordinator to determine the final selection and activities of students enrolled in programs.

- (7) Monitoring the educational progress of students enrolled in programs.
- (8) Assisting the coordinator with the follow-up survey and relating the results to modification of school curricula.
- (9) Providing additional counseling for graduates and drop-outs if they return to school for assistance.
- (10) Helping in the yearly evaluation of work experience education programs.
- (11) Promoting and taking part in career days, career seminars, job fairs, and related guidance activities.
- (12) Understanding the relationship, present and potential, of work experience education to the total curriculum (p. 37).

NORTH DAKOTA CHILD LABOR LAWS

CHILD LABOR LAWS provide for boys and girls sufficient time for schooling and recreation. CHILD LABOR LAWS are necessary to prevent the employment of children at unsuitable ages or undesirable working conditions, for too long hours or at night, at tasks too hazardous for youthful judgment and strength or at jobs that may retard their physical development or be injurious to their health.

1. According to Chapter 34-07, N.D. Century Code, employment of minors under fourteen years of age prohibited. No minor under fourteen years of age shall be employed or permitted to work in, or in connection with, any factory, workshop, mercantile establishment, store, business office, telegraph office, restaurant, hotel, apartment house, or in the distribution or transmission of merchandise or messages. No person, firm, or corporation shall employ any minor under fourteen years of age in any business or service whatever during any part of the hours when the public schools of the district in which the minor resides are in session.

2. No minor under the age of sixteen years shall be employed or permitted to work in:

1. Any employment involving the use of any power driven machinery; but this prohibition shall not apply to the use of (a) office machines, such as adding machines or typewriters; (b) tagging, pricing or similar machines used in retail stores; (c) domestic-type machines used in food service operations, such as toasters, coffee grinders, milk shake blenders; or (d) machines used in service stations such as those in connection with car cleaning, washing or polishing, or in the dispensing of gasoline or oil, provided however, that no work may be done in connection with cars and trucks if such work involves the use of pits, racks, or lifting apparatus, or involving the inflation of any tire mounted on a rim equipped with removable retaining ring.

2. Construction work of any kind;
3. Lumbering or logging operations;
4. Sawmills or planing mills;
5. The manufacture, disposition, or use of explosives;
6. Any capacity which requires the adjusting of any belt to any machinery or the oiling, wiping, or cleaning of any machinery;
7. Any employment which requires the operation, or the assisting in the operation, of any power driven woodworking machinery or emery or polishing wheels used for polishing metal;
8. The operation of stamping machines in sheet metal and tinware manufacturing;
9. The operation of stamping machines in washer and nut factories operating corrugating rolls such as are used in roofing factories;
10. The operation of any steam boiler, steam machinery, or other steam generating apparatus;
11. The operation or assisting in the operation of dough brakes or cracker machinery of any description;
12. The operation of wire or iron straightening machinery;
13. The operation or assisting in the operation of rolling mill machinery, punches, or shears, or washing, grinding, or mixing mills, or calendar rolls in rubber manufacture;
14. The operation or assisting in the operation of laundry machinery;
15. Preparing any composition in which dangerous or poisonous acids are used;
16. The manufacture of paints, colors, or white lead;
17. Operating or assisting in the operation of passenger or freight elevators;
18. Any mine or quarry;
19. The manufacture of goods of immoral purposes; and
20. Any other employment not herein specifically enumerated that may be considered dangerous to his life or limb or in which his health may be injured or his morals depraved.

Nothing contained in this section shall prohibit a minor from doing ordinary farm labor or from operating farm machinery. No female under sixteen years of age shall be employed in any capacity if such employment compels her to remain standing constantly. This section shall not prevent the education of a minor in music nor the employment of a minor as a singer or musician in a church, school, or academy, or in any school or home talent exhibition given by the people of a local community.

3. Under Section 38-01-05, prohibiting the employment of anyone under the age of 18 years in any underground workings or mine.

34-07-15. MAXIMUM HOURS OF LABOR OF MINORS UNDER SIXTEEN YEARS OF AGE -- NOTICE TO BE POSTED.) No minor under the age of sixteen years shall be employed or permitted to work at any occupation, except in domestic services and at farm labor, before the hour of seven o'clock a.m., nor after the hour of seven o'clock p.m., except that such hours shall be seven o'clock a.m. to nine o'clock p.m. from June first through Labor Day, nor more than twenty-four hours during school weeks, nor more than three hours on school days, nor more than forty-eight hours during nonschool days. Provided, however, that the limitations restricting hours of work during school weeks and school days shall not apply to minors who are not attending school because they are excepted from compulsory school attendance by the provisions of chapter 15-34.1. Every employer shall post in a conspicuous place where minors are employed a printed notice stating the hours of work required of the minors each day of the week, the hours of commencing and stopping work, and the hours allowed for dinner or other meals. The printed form of such notice shall be furnished by the Commissioner of Labor. The employment of any minor for a longer period than that stated in the notice shall be a violation of this chapter. The law also requires

that a notice stating the hours of employment of minors shall be posted in establishments where minors are employed.

According to Minimum Wage Order No. 6, applying to minors in all occupations covered by State minimum wage orders, no minors between the ages of sixteen and eighteen shall be employed or suffered or permitted to work at any occupation, except domestic service or farm labor, more than 48 hours in any one week, nor more than six days in any one week, nor more than eight hours in any one day.

Also, according to this order, no experienced minor in any occupation shall be paid a wage lower than the minimum wage for experienced workers in such occupation and no minor who is an apprentice shall be paid a wage lower than the apprenticeship wage in such occupation.

All sanitary rules and regulations and provisions in regard to part time workers, commission workers and piece rate workers that apply to adult workers covered by minimum wage orders shall apply also to minors under eighteen years of age. The law provides that a copy of this order shall be posted in places where minors work.

In addition to regulations concerning minors found in the State law, the Commissioner of Labor has the power to issue general and special orders with reference to the employment of minors and may prohibit the employment of minors in any employment or place of employment which is dangerous or prejudicial to the life, health, safety or welfare of such minors.

The law requires a Certificate of employment when a minor between the ages of 14 and 16 years is employed in any factory, work shop or mercantile establishment.

Employment certificates may be obtained from the County Superintendents of Schools in all North Dakota county seats and also from City Superintendents of Schools in Cities of over 5,000 population. These certificates are

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24. OUTLINE THE SCHOOL INSTRUCTION *directly* RELATED TO THE EMPLOYMENT TRAINING (list courses, etc.).

25. OUTLINE TRAINING ON-THE-JOB (describe briefly the work process in which the student-learner will be trained and list the types of any machines used).

26. SIGNATURE OF STUDENT-LEARNER:

I have read the statements made above and ask that the requested certificate, authorizing my employment training at sub-minimum wages and under the conditions stated, be granted by the Administrator or his/her authorized representative.

(Print or type name of student)

Signature of Student

Date

27. CERTIFICATION BY SCHOOL OFFICIAL:

I certify that the student named herein will be receiving instruction in an accredited school and will be employed pursuant to a bona fide vocational training program, and that the application is properly executed in conformance with section 520.3(e) of the Student-Learner Regulations.

(Print or type name of official)

Signature of School Official

Date

Title _____

Tel. No. _____
(Include Area Code)

28. CERTIFICATION BY EMPLOYER OR AUTHORIZED REPRESENTATIVE:

I certify, in applying for this certificate, that all of the foregoing statements are, to the best of my knowledge and belief, true and correct.

(Print or type name of employer or representative)

Signature of employer or representative

Date

Title _____

Tel. No. _____
(Include Area Code)

ATTACH SEPARATE SHEETS IF NECESSARY

GPO 881-508

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issued in triplicate. One copy is kept on file by the employer, one copy remains on file in the issuing office, and one copy is sent to the Department of Labor.

The following types of certificates are issued to employed minors:

1. Vacation employment certificates are issued to minors between the ages of 14 and 16 years for work during school vacations and valid only for school vacation period. A certificate permitting the employment of a minor during the school term, but not during the daily period of the school session, may be granted upon compliance with the requirements for a vacation certificate if such minor is in actual, regular and full-time attendance in any public, private or parochial school as provided by law and maintains a passing grade in all studies pursued by him in such school. There must be a promise of employment, in the form of a letter from an employer before an employment certificate can be issued to a minor. No employment certificate issued is valid for employment of a minor under 16 years of age in any of the prohibited employments.

2. Employment Certificates for minors over 16 years of age are not mandatory but an employer can protect himself from unintentional violation of child labor laws by having on file certificates for all minors under 18 years of age. These certificates are obtained from the same source as other certificates.

These certificates are required by law when employing minors of either sex between the ages of 14 and 16 years. Proof of age of the minor, under a program of cooperation between North Dakota and the Child Labor Branch of the Wage and Hours and Public Contracts Divisions, provide that certificates issued under State Child Labor Laws and under the supervision of the Child Labor Division of the Department of Labor in this State,

are accepted as proof of age under the Fair Labor Standards Act. Employers engaged in interstate commerce are, therefore, afforded this added protection when they file an employment certificate issued under our State laws.

No employment certificate is required under our state laws for any minor in, or about to enter, his own employment or the employment of a firm or corporation of which he is a member or an officer. A minor under sixteen years of age may be employed to act or perform in a theater or place of amusement if a permit so to do is obtained from the judge of the juvenile court or from the juvenile court commissioner of the judicial district in which the minor resides.

The Commissioner of Labor is charged with the duty of preparing all blanks necessary and exercising general supervision over the administration and enforcement of State Child Labor Laws and Regulations. The Commissioner under the law has full power of visitation and inspection of all establishments in which minors are employed. The following may raise the question of the age of an employed minor and demand satisfactory evidence that such minor is over 16 years of age, or that employment of said minor cease within ten days after demand has been made upon him that he do so.

An employer shall keep the certificate on file until the termination of the minor's employment. At that time he shall return it by mail to the issuing officer if the minor is under 16 years of age or give it to the minor if he is 16 years of age or over. Every employer employing minors shall post in a conspicuous place where minors are employed, a printed notice, which may be obtained from the Department of Labor, stating the hours of work required of the minors each day of the week, the hours of commencing and the hours to stopping work, and the hours allowed for dinner or other meals.

Whenever State standards of employment of minors are higher than the federal standards the State standards apply.

For further information in regard to North Dakota Child Labor Laws and Regulations, write to North Dakota Department of Labor, State Capitol, Bismarck, North Dakota 58501.

For official information regarding Child Labor Provisions of the Fair Labor Standards Act (Federal Wage and Hour Law) write United States Department of Labor, Wage & Hour and Public Contracts Division, 215 P.O. Bldg., 320 - So. 2 Ave., P.O. Box 1067, Sioux Falls, South Dakota.

Fair Labor Standards Act

The Fair Labor Standards Act establishes minimum wage, overtime pay, equal pay, recordkeeping, and child labor standards affecting more than 50 million full-time and part-time workers.

Covered non-exempt workers are entitled to a minimum wage of not less than

Beginning January 1, 1980
\$3.10 an hour

Beginning January 1, 1981
\$3.35 an hour

and overtime at not less than one and one-half times the employee's regular rate is due after 40 hours of work in the workweek.

All employees of certain enterprises having workers engaged in interstate commerce, producing goods for interstate commerce, or handling, selling, or otherwise working on goods or materials that have been moved in or produced for such commerce by any person are covered by the Act.

A covered enterprise is the related activities performed through unified operation or common control by any person or persons for a common business purpose and is --

- (1) engaged in laundering or cleaning of clothing or fabrics; or
- (2) engaged in the business of construction or reconstruction; or
- (3) engaged in the operation of a hospital; an institution primarily engaged in the care of the sick, the aged, the mentally ill or defective who reside on the premises; a school of mentally or physically handicapped or gifted children; a preschool, an elementary or secondary school; or an institution of higher education (regardless of whether or not such hospital, institution or school is public or private or operated for profit or not for profit); or
- (4) comprised exclusively of one or more retail or service establishments (as defined in the Act) whose annual gross volume of sales or business done is not less than --

Beginning July 1, 1980
\$325,000

Beginning July 1, 1982
\$362,500

- (5) any other type of enterprise having an annual gross volume of sales or business done of not less than \$250,000.

Domestic service workers such as maids, day workers, housekeepers, chauffeurs, cooks, or full-time baby sitters are covered if they (1) receive at least \$100 in cash wages in a calendar year from their employer or (2) work a total of more than 8 hours a week for one or more employers.

Learners, apprentices, and handicapped workers may, under certain circumstances, be paid less than the minimum wage, as well as full-time students in retail or service establishments, agriculture, or institutions of higher education. Special certificates issued by the Wage and Hour Administrator must be obtained by employers wishing to use these provisions.

The equal pay provisions of the FLSA prohibit wage differentials based on sex, between men and women employed in the same establishment on jobs that require equal skill, effort and responsibility and which are

performed under similar working conditions.

Jobs need only be substantially equal--not identical--for comparison purposes. In addition, the comparison may be made in situations where employees of one sex are doing work formerly done by employees of the opposite sex.

The FLSA child labor provisions are designed to protect the educational opportunities of minors and prohibit their employment in jobs and under conditions detrimental to their health or well-being. The provisions include lists of hazardous occupation orders for both farm and nonfarm jobs banned by the Secretary of Labor as being too dangerous for minors to perform. Further information on prohibited occupations is available from local Wage-Hour offices.

Regulations governing youth employment in nonfarm jobs differ somewhat from those pertaining to agricultural employment. In nonfarm work, the permissible kinds and hours of work, by age, are:

18 years or older: any job, whether hazardous or not, for unlimited hours;

16 and 17 years old: any nonhazardous job, for unlimited hours;

14 and 15 years old: outside of school hours in various nonmanufacturing nonmining, nonhazardous jobs, under these conditions: no more than 3 hours on a school day, 18 hours in a school week, 8 hours on a nonschool day or 40 hours in a nonschool week. Also, work may not begin before 7 a.m., nor end after 7 p.m., except from June 1 through Labor Day, when evening hours are extended to 9 p.m.

Under a special provision, 14 and 15-year olds enrolled in an approved Work Experience and Career Exploration Program (WECEP) may be employed for up to 23 hours in school weeks and 3 hours on school days (including during school hours).

Fourteen is the minimum age for most nonfarm work. However, at any age, youths may deliver newspapers, perform in radio, television, movie or theatrical productions, work for parents in their solely owned nonfarm business (except in manufacturing or on hazardous jobs), gather evergreens and make evergreen wreaths.

Permissible kinds and hours of work for youths employed in agriculture are:

- 16 years and older: any job, whether hazardous or not, for unlimited hours;
- 14 and 15 years old: any nonhazardous farm job outside of school hours;
- 12 and 13 years old: outside of school hours in nonhazardous jobs, either with parents' written consent or on the same farm as the parents;
- Under 12 years old: jobs on farms owned or operated by parents or, with parents' written consent, outside of school hours in nonhazardous jobs on farms not covered by minimum wage requirements.

Local minors 10 and 11 years of age may work for no more than 8 weeks between June 1 and October 15 for employers who receive approval from the Secretary of Labor. This work must be confined to hand-harvesting short season crops outside school hours under very limited and specified circumstances prescribed by the Secretary of Labor.

Minors of any age may be employed by their parents at any time in any occupation on a farm owned or operated by their parents.

Targeted Jobs Tax Credit (TJTC)

As part of the Revenue Act of 1978, Congress created the Targeted Jobs Tax Credit (TJTC), which gives the employer an incentive, in the form of tax credits, to hire certain targeted group members.

By hiring TJTC applicants, the employer qualifies for a tax credit equal to 50 percent of first year wages up to \$6,000 and 25 percent of second year wages up to \$6,000 for each eligible employee. This means up to \$3,000 the first year and \$1,500 the second year.

TJTC extends eligibility to seven targeted groups:

- * general assistance recipients,
- * handicapped individuals referred from vocational rehabilitation and the Veterans Administration,
- * Supplemental Security Income (SSI) recipients,
- * economically disadvantaged Vietnam-era veterans under 35,
- * youth 16 to 18 participating in a cooperative education program,
- * economically disadvantaged youth, 18 through 24, and
- * economically disadvantaged ex-convicts.

The TJTC employee certification process is easy and requires minimal involvement. Others do most of the work. Comprehensive Employment and Training Act (CETA) program operators, local welfare and other such participating agencies determine employee eligibility. State Employment Security Agencies (SESAs) issue the certification.

A voucher, obtained by the applicant from a participating agency, tells you the worker is eligible. The employer completes a small portion of the form and mails it to the SESA. Certification normally follows in several days. A copy of the Certification Form 6199 along with the instructions is included on the following pages.

The employer retains a copy of the certification for his files and reports summarized information from the document on his federal income tax return to claim his credit. A copy of the certificate (Form 6199) may be found on page 110. Instructions as to how to fill out the form may be found on page 111.

Any targeted group member hired after September 26, 1978, may be eligible for certification. The employer claims the credit on wages paid after December 31, 1978. To obtain more information on the Targeted Job Tax Credit (TJTC) contact your local Job Service office or call the statewide TJTC number.

Included on pages 112-117 are the forms needed to be filed with the Wage and Hour Division, Department of Labor. These include:

- | | |
|-------------|---|
| Form WH-225 | Application for Wages Less than 50 Percent of Minimum |
| Form WH-205 | Application for Authorization to Employ a Student-Learner at Subminimum Wages |
| Form WH-222 | Application for Handicapped Worker Certificate. |

Information about these forms may be obtained from the Wage and Hour Division, Department of Labor, 1440 Federal Office Building, 1961 Stout Street, Denver, CO 80294, (303) 837-5302.

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**Certification of Youth Participating
in a Qualified Cooperative Education Program**
For Purposes of the Targeted Jobs Credit Under Section 44B of the Internal Revenue Code

Certification initiated by (check one)

☐ Employer ☐ Student ☐ School

Part I Qualified School Offering Cooperative Education Program

Name of school Telephone number

Address (Number and street)

City, State, and ZIP code

School system

Part II Employer

Name of business Employer identification number

Address (Number and street)

City, State, and ZIP code

Employer representative Title Telephone number

Part III Student (Targeted Group E—See Instruction C)

Name Date of birth (month, day, year) Social security number

Address (Number and street)

City, State, and ZIP code

Date employed or will be employed Starting wage per hour

Duration of cooperative program of the student Number of hours per week

From (date) to

Part IV Certification by School (See Instruction B for Definitions)

I hereby certify that the student named in Part III is a "youth participating in a qualified cooperative education program;" the school named in Part I is a "qualified school;" and the cooperative education program of the school in which the named student is enrolled is a "qualified cooperative education program."

Name of certifying officer (type or print) Title

Date

Signature ►

Part V Signature of Employer (See Instruction A)

I hereby certify that the above information is correct and true to the best of my knowledge. This form is for the purpose of obtaining the benefits of the Targeted Jobs Tax Credit under section 44B of the Internal Revenue Code. I understand that my credit for employing the student named in Part III will cease upon notification of any subsequent invalidation of this certification.

Date

Signature ►

Instructions

A. Purpose of Form 6199

For an individual to qualify as a youth participating in a qualified cooperative education program (as defined in B below), the individual must be certified in writing by a qualified school as meeting the conditions specified in B(1) below. The school may satisfy the certification requirement by completing Form 6199. The certification allows the employer named in Part II of Form 6199 to claim the targeted jobs credit for qualified wages paid or incurred after December 31, 1978, to the student named in Part III of the form.

Parts I through IV of Form 6199 are prepared in triplicate by the school. The original of the form is given to the employer. The school also gives one copy of the form to the Central State Employment Security Agency for the state in which the school is located and the remaining copy is retained by the school for its records.

When the employer receives the form from the school, the employer must sign Part V certifying that the information on the form is correct before the targeted jobs credit can be claimed for wages paid to the student named on the form. Form 6199 must be kept by the employer for tax purposes.

B. Definitions

(1) Youth Participating in a Qualified Cooperative Education Program.—In general, the term "youth participating in a qualified cooperative education program" means any individual who is certified in writing by the school participating in the program as meeting the following conditions:

- (i) having attained age 16 and not having attained age 19,
- (ii) not having graduated from a high school or vocational school, and

- (iii) being enrolled in and actively pursuing a qualified cooperative education program.

(2) Qualified School.—The term "qualified school" means:

- (i) a specialized high school used exclusively or principally for the provision of vocational education to individuals who are available for study in preparation for entering the labor market,
- (ii) the department of a high school used exclusively or principally for providing vocational education to persons who are available for study in preparation for entering the labor market, or
- (iii) a technical or vocational school used exclusively or principally for the provision of vocational education to persons who have completed or left high school and who are available for study in preparation for entering the labor market.

A school which is not a public school shall be treated as a qualified school only if it is exempt from tax under section 501(a) of the Internal Revenue Code.

(3) Qualified Cooperative Education Program.—For purposes of section 51(d)(8)(B) of the Internal Revenue Code relating to the definition of a "qualified cooperative education program," the term "program of vocational education" means an organized educational program which is directly related to the preparation of individuals for employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree. An "organized education program" means only instruction related to the occupation or occupations for which the students are in training.

C. Instructions for Employer

For tax years ending after December 31, 1978, the qualified first year wages or qualified second year wages paid to the employee(s) certified as a youth(s) participating in a qualified cooperative education program are to be entered on the "Targeted Group E" line(s) of the appropriate Form 5884—FY, Jobs Credit, or Form 5884, Jobs Credit.

U.S. DEPARTMENT OF LABOR
Employment Standards Administration
Wage and Hour Division

INFORMATION GUIDE AND INSTRUCTIONS FOR PREPARATION OF FORM WH-225
(ATTACHMENT TO TEMPORARY CERTIFICATE FORM WH-224 or
APPLICATION FOR WAGE BELOW 50 PERCENT OF THE MINIMUM WAGE)

Employment involved: On-the-job training on work covered by the Fair Labor Standards Act, the Walsh-Healey Public Contracts Act, or the Service Contract Act.

Uses: A State vocational rehabilitation counselor or a Veterans Administration training officer **MUST** prepare and submit Form WH-225 in two situations:

1. To support a temporary subminimum wage certificate he/she has issued. Such a temporary certificate authorizes training on-the-job at subminimum wages under one or more of the above acts. Such training can not be for less than 50 percent of the minimum wage, unless the certificate is issued by the Employment Standards Administration. The temporary certificate can not be issued retroactively, nor can it be effective for more than 90 calendar days. If a period of more than 90 calendar days at subminimum wages is required, such need should be clearly indicated in item 9.
2. To request the Employment Standards Administration to issue a subminimum wage certificate for less than 50 percent of the minimum wage.

Instruction for preparation: In the title to Form WH-225, check whether the form is used to (a) support a Temporary Certificate, or (b) request the Employment Standards Administration to issue a certificate for less than 50 percent of the minimum wage.

1. If used to support issuance of a Temporary Certificate: All items in Part A must be completed. Three copies of the completed Form WH-225, together with three copies of the Temporary Certificate issued, must be forwarded to the appropriate Regional Office of the Employment Standards Administration WITHIN 10 DAYS after the certificate is issued.
2. If used as an application for a wage less than 50 percent of the minimum: Veterans Administration training officers should complete all items except item 8 in PART A, and leave PART B blank. State vocational rehabilitation agency should complete all items except item 8 in PART A, and also complete all items in PART B.

Forward three copies of the form to the appropriate Regional Office of the Employment Standards Administration. DO NOT ISSUE A TEMPORARY CERTIFICATE.

(Remove this sheet before filling in form)

Form WH-225 (Rev. 5/75)

☐ ATTACHMENT TO TEMPORARY
CERTIFICATE FORM WH-224

Check
whether:

or

☐ APPLICATION FOR A WAGE LESS
THAN 50 PERCENT OF MINIMUM

U. S. DEPARTMENT OF LABOR
Employment Standards Administration
Wage and Hour Division

PART A. To be completed by vocational rehabilitation counselor or Veterans Administration training officer. (Complete all items as instructed.)					
1. Name, address (and ZIP Code) of firm				2. Date of application	
3. Name, address (and ZIP Code) of trainee (Specify Mr., Mrs., or Miss)				4. Date of birth	
5. Description of handicap (If wage requested is less than 50 percent of minimum wage, furnish sufficient details to justify wage requested.)					
6. Occupation for which training is being given		7. Outline of training plan			
8. Temporary certificate issued by rehabilitation agency (May not be more than 90 calendar days.)			9. Wages recommended: (a) For extension certificate, if needed, or (b) for less than 50%, if applicable.		
WAGE	FROM	TO	WAGE	FROM	TO
10. Name and title of vocational rehabilitation counselor or Veterans Administration training officer (Please type or print.)			11. Signature of vocational rehabilitation counselor or Veterans Administration training officer		
12. Area code and telephone number					
13. Name, address (and ZIP Code) of vocational rehabilitation agency or Veterans Administration facility			14. Signature of trainee		
PART B. For use by State vocational rehabilitation agency only.					
1. Complete this item when a State vocational rehabilitation counselor or Veterans Administration training officer is requesting a wage less than 50 percent of the minimum wage. DO NOT ISSUE A CERTIFICATE Is this person's earning capacity so severely impaired he/she is unable to earn at least 50 percent of the minimum wage? ☐ YES ☐ NO					
2. Name, title, address (and ZIP Code) of vocational rehabilitation agency official (Please type or print)			3. Signature of vocational rehabilitation official		4. Date

DISTRIBUTION:

- #1 Employer
- #2 Trainee
- #3 ESA-RO (file)

- #4 ESA-RO (NO - primary)
- #5 ESA-RO (NO - follow up)
- #6 Supervising rehabilitation agency

1. EMPLOYER COPY

APPLICATION FOR AUTHORIZATION TO EMPLOY A STUDENT-LEARNER AT SUBMINIMUM WAGES

OFFICIAL USE ONLY

- A. Control number _____
B. Effective date _____
C. Expiration date _____
D. Reviewing official _____

The school official's certification in Item 27 of the application provides temporary authority to employ the named student-learner under the terms proposed in the application which are in accordance with section 3(c) of the Student-Learner Regulations (29 CFR 520). The authority begins on the date the application is forwarded to the Regional Office of the Employment Standards Administration. At the end of 30 days, this authority is extended to become the approved certificate unless the Administrator or his/her authorized representative denies the application, issues a certificate with modified terms and conditions, or expressly extends the period of review. Note that the certificate is valid for no more than 1 school year and does not extend beyond the date of graduation.

READ CAREFULLY THE INSTRUCTIONS FOR COMPLETING THIS FORM. PRINT OR TYPE ALL ANSWERS.

1. NAME AND ADDRESS, INCLUDING ZIP CODE, OF ESTABLISHMENT MAKING APPLICATION:		3A. NAME AND ADDRESS OF STUDENT-LEARNER:	
		B. DATE OF BIRTH: (Month, day, year)	
2. TYPE OF BUSINESS AND PRODUCTS MANUFACTURED, SOLD, OR SERVICES RENDERED:		4. NAME AND ADDRESS, INCLUDING ZIP CODE, OF SCHOOL IN WHICH STUDENT-LEARNER IS ENROLLED:	
5. PROPOSED BEGINNING DATE OF EMPLOYMENT (Month, day, year)		17. TITLE OF STUDENT-LEARNER OCCUPATION:	
6. PROPOSED ENDING DATE OF EMPLOYMENT (Month, day, year)		18. NUMBER OF EMPLOYEES IN THIS ESTABLISHMENT	
7. PROPOSED GRADUATION DATE (Month, day, year)		19. NUMBER OF EXPERIENCED EMPLOYEES IN STUDENT-LEARNER'S OCCUPATION	
8. NUMBER OF WEEKS IN SCHOOL YEAR		20. MINIMUM HOURLY WAGE RATE OF EXPERIENCED WORKERS IN ITEM 19	
9. TOTAL HOURS OF SCHOOL INSTRUCTION PER WEEK		21. SUBMINIMUM WAGE(S) TO BE PAID STUDENT-LEARNER (If a progressive wage schedule is proposed, enter each rate and specify the period during which it will be paid):	
10. NUMBER OF SCHOOL HOURS DIRECTLY RELATED TO EMPLOYMENT TRAINING			
11. HOW IS EMPLOYMENT TRAINING SCHEDULED (Weekly, alternate weeks, etc.)?			
12. NUMBER OF WEEKS OF EMPLOYMENT TRAINING AT SUBMINIMUM WAGES		22. IS AN AGE OR EMPLOYMENT CERTIFICATE ON FILE IN THIS ESTABLISHMENT FOR THIS STUDENT-LEARNER? (If not, see instructions).	
13. NUMBER OF HOURS OF EMPLOYMENT TRAINING A WEEK			
14. ARE FEDERAL VOCATIONAL EDUCATION FUNDS BEING USED FOR THIS PROGRAM?		23. IS IT ANTICIPATED THAT THE STUDENT-LEARNER WILL BE EMPLOYED IN THE PERFORMANCE OF A GOVERNMENT CONTRACT SUBJECT TO THE WALSH-HEALEY PUBLIC CONTRACTS ACT OR THE SERVICE CONTRACT ACT?	
15. WAS THIS PROGRAM AUTHORIZED BY THE STATE BOARD OF VOCATIONAL EDUCATION?			
16. IF THE ANSWER TO ITEM 15 IS "NO", GIVE THE NAME OF THE RECOGNIZED EDUCATIONAL BODY WHICH APPROVED THIS PROGRAM:			

ATTACH SEPARATE PAGES IF NECESSARY

Form WH-205
Rev. Aug. 1974

U.S. DEPARTMENT OF LABOR
EMPLOYMENT STANDARDS ADMINISTRATION
WAGE AND HOUR DIVISION

Form Approved
OMB No. 44-R0323

FOR AGENCY USE ONLY		
AGE ☐	ORIGINAL ☐	
OTHER ☐	RENEWAL ☐	
WH-242 on file ☐	DENIED ☐	
RATE	FROM	TO

APPLICATION FOR HANDICAPPED WORKER CERTIFICATE

INSTRUCTIONS: ALL ITEMS SHOULD BE COMPLETED.

- a. This is an **APPLICATION FORM ONLY** (not a permit or certificate) used in applying for a subminimum wage certificate for a handicapped worker under the Fair Labor Standards Act, Walsh-Healey Public Contracts Act, and/or Service Contract Act (SCA). If the worker will be employed on an SCA contract of more than \$2,500, supply on a separate sheet of paper attached to this application: Name of the prime contractor, contract number, dates of award and expiration, amount of the contract, applicable SCA wage determinations (including fringe benefits), type of service to be performed, and governmental agency name and location for which the service contract will be performed.
- b. Four copies of this form are to be completed and then signed by both the employer and the handicapped worker. The employer should send the original and one copy of the completed form to the address shown above, give one copy to the worker, and keep one for his/her own files.

INFORMATION ABOUT EMPLOYER

1. Name of firm	2. Date of application
3a. Address including ZIP Code, of establishment where worker will be employed	3b. Area Code and Telephone Number
4. (a) Type of business _____ (Examples: retailing, wholesaling, manufacturing, processing, miscellaneous business services, etc.)	
(b) Type of products or services _____ (Examples: men's and boys' clothing, seafood, hosiery, cigars, mail advertising, etc.)	

INFORMATION ABOUT HANDICAPPED WORKER

5. Name of worker Mr. Mrs. Miss	6. Date of birth	7. How long employed by firm?	8. How long at present job?
9. Home address, including ZIP Code, of worker			
10. Amount firm proposes to guarantee worker in: (a) Cash _____ per hour (b) Reasonable cost of lodging board or other facilities, if furnished _____ per hour (See Reg. 29 CFR Part 531) (c) How long has proposed rate been in effect for this worker? _____			
11. Occupation in which worker is to be employed (Describe if job title is not self-explanatory)			
12. Nature of worker's disability: (a) Describe in FULL. (Do not use vague statements, such as "nervous," "slow," etc.) (b) Obvious ☐ Not obvious ☐ (Check one) (If disability is not obvious, a Report of Medical Examination Form WH-242 should be completed by a physician and accompany this application. For a renewal application submit Form WH-242 only when requested.)			

(OVER - THE REVERSE SIDE OF THIS FORM MUST BE COMPLETED)

INFORMATION ABOUT EARNINGS

Note: The information requested below must be properly completed to determine the certificate rate. Action cannot be taken on this application unless all the requested information is furnished.

13 (a) NONHANDICAPPED employees in establishment during most recent week doing same type of work as described under Item 11.

(1) NUMBER OF SUCH EMPLOYEES (If none, so state)	(2) STRAIGHT-TIME AVERAGE HOURLY EARNINGS (Excluding make-up)		(3) NUMBER PAID MAKE-UP TO EQUAL STATUTORY MINIMUM (If none, so state)	(4) AVERAGE MAKE-UP PER HOUR (Divide total make-up by total hours worked by employees paid make-up)
	Time work	Piece work		

(b) If the make-up paid reported in 13(a)(3) and 13(a)(4) above is the result of unusual circumstances explain.

14 Handicapped worker's earnings for most recent 4 weeks he or she worked for the employer.

(a) WEEK ENDING (Date)	(b) HOURS WORKED (Total for week)	(c) STRAIGHT-TIME AVERAGE HOURLY EARNINGS (Excluding make-up)		(d) MAKE-UP PAY (Total for week added to equal authorized min- imum. If none, so state.)	(e) OVERTIME PAY (Total paid for week over and above straight- time earnings)	(f) WEEKLY EARNINGS (Total gross earnings for week)
		Time work	Piece work			

15. If worker has been employed during the above 4 weeks in an occupation other than that described in Item 11, specify occupation.

SIGNATURES OF EMPLOYER AND HANDICAPPED WORKER

16. I certify that to the best of my knowledge and belief, all statements are true and accurate.	Signature of employer or authorized official	17. Print or type name and official title
18. I have read the statements in this application and ask that the requested certificate be granted.	Signature of handicapped worker (If worker cannot write, signature may be made by mark (X) and witnessed by another person.)	
19. Witness (Required ONLY if worker's signature is made by mark (X))	Signature of witness	

DO NOT WRITE IN THIS SPACE - FOR AGENCY USE ONLY

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